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ABSTRACT

The guidelines suggested in this publication have been designed to assist educators in developing career education programs based on local needs and resources in the leisure career family for the occupational groups in recreation services, recreation resources, tourism, and amusement and entertainment. The basic approaches presented are applicable to all career areas. The specific focus of this guide is on adapting curriculums to integrate leisure career education into existing programs and subject matter. The document discusses the historical perspective and rationale for career education and presents an overview of the rapidly growing leisure industry, the career opportunities available, and the employment requirements for leisure occupations. Examples of incorporating the leisure career theme into curriculums of language arts, mathematics, science, social studies, and the expressive arts are provided, along with guidelines for implementing a career education program for leisure occupations. Sample job descriptions, typical goals and objectives for leisure career education, and sources of information are appended. (MF)

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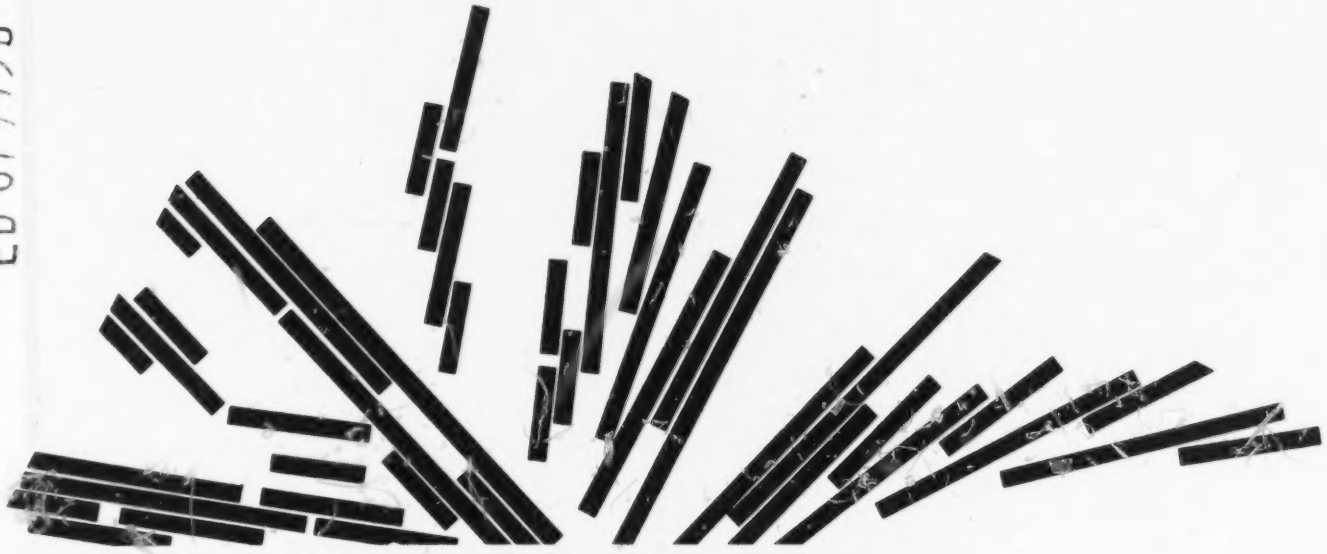

CAREER EDUCATION FOR LEISURE OCCUPATIONS

CURRICULUM GUIDELINES FOR RECREATION, HOSPITALITY AND TOURISM

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Career Education For Leisure Occupations

Curriculum Guidelines For Recreation, Hospitality, And Tourism

By

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CAREER EDUCATION FOR RECREATION AND TOURISM PROJECT

CURRICULUM IN RECREATION AND PARKS

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THE LEISURE CAREER FIELD ENCOMPASSES THOSE OCCUPATIONS PURSUED BY PERSONS ENGAGED IN PERFORMING THE FUNCTIONS REQUIRED TO MEET THE NEEDS OF PERSONS ENGAGED IN LEISURE TIME PURSUITS

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Foreword

Work and leisure. Today Americans pursue both with equal vigor. On the one hand, we crave the satisfactions that a job can provide--a sense of self-worth and belonging, and a means to fulfill our needs. On the other hand, we demand time away from work --time to relax, to freshen our outlook, to enjoy life's pleasures

Unfortunately many Americans fail to reach these goals. Some people leave school unprepared to participate in the world of work, let alone find satisfaction there. Others are just as unready to handle the increasing amounts of free time that have become part of our lifestyle. They equate leisure more often with boredom than with pleasure.

How can our schools help students prepare for productive lives in the worlds of work and leisure? One answer is provided by this publication. The guidelines presented here are part of a bold new curricular design--career education. The aim of career education is to open students' eyes to the many job possibilities available, to encourage their choice among these possibilities, and to tool them with skills that will make their choices successful.

Of the fifteen clusters forming this new design, the leisure careers are among the most promising. Americans seeking leisure-time experiences will create millions of new jobs in the near future. Many of these jobs will be innovative and imaginative, their environments will range from the natural wilderness to electronic playgrounds. And perhaps even more important, central to the leisure careers is personal interaction--a facet the majority of today's youth demands in a job.

We feel that students should know about these jobs and be given a chance to explore them. By doing so they will not only widen their career horizons, they will also discover worthy uses for their leisure time. We hope that this publication will be carefully reviewed by all who bear curricular responsibility, and that eventually education in the leisure careers will be implemented nationwide.

Robert M. Worthington
Associate Commissioner
Bureau of Adult, Vocational, and
Technical Education

Preface

During recent years career education has emerged as a major theme in American education. Based on the assumption that present approaches are failing to meet the needs of our rapidly changing society, career education is designed to prepare all youngsters with salable occupational skills that will enable them to gain employment in occupations of their choice upon leaving school.

There are numerous approaches or models which are being developed to implement career education programs. Each model has variations determined by local circumstances and particular needs. Perhaps the most widely known and used approach is the Comprehensive Career Education model; a school-based model which depicts the world of work as comprised of fifteen major areas often referred to as **OCCUPATIONAL CLUSTERS** or **CAREER FAMILIES**.

As initially conceived, the field of Recreation, Hospitality, and Tourism (RHT) was identified as one of the fifteen major career families. Later, the RHT cluster was defined more broadly by the project staff and their consultant committees. Four occupational groups - recreation services, recreation resources, tourism, and amusement and entertainment - subsequently were designated as the **LEISURE CAREER FAMILY**. Occupations that comprise these four groups are referred to as **LEISURE OCCUPATIONS.** A more detailed definition and discussion of the leisure career family is included in Chapter two.

The guidelines suggested in this publication have been designed to assist educators in developing career education programs based on local needs and resources. While the specific focus of the guidelines is on the leisure occupations, the basic approaches presented are applicable to all career areas. In the broad sense these guidelines are addressed to any educator who has a curricular responsibility. Specifically, they are geared to State Department Specialists, District School Superintendents, District Curriculum Coordinators, Principals, and School Curriculum Coordinators.

The task force approach was utilized as the basic technique for developing these guidelines. Two major task force groups were established to provide input for the guidelines. The first of these included experts and authorities in the various facets of the leisure field. This task group included representatives from colleges and universities; federal, state, and local government; national associations; trade associations; and industries related to the leisure field. This task group provided the technical and occupational information for the guidelines.

The task of the second group was to take the technical and occupational information and develop guidelines for refocusing curricula and integrating leisure career education into existing programs and subject matter. This group was called the National Task Force on Leisure Career Education. It consisted of educators representing a variety of geographical regions and specialties, including administration, supervision, subject-matter specialization, vocational education, and industrial education. All were experienced in curriculum development.

Each task force group met at least twice for working meetings. In addition, each of the task force members worked independently on specific tasks. These guidelines are the result of their diligent efforts.

The first chapter of this publication provides the historical perspective and rationale for career education. Chapter two, an overview of the leisure occupations, discusses the leisure phenomenon, the rapidly growing leisure industry, career opportunities available, and employment requirements for leisure occupations.

Chapter three presents a conceptual framework - a basis for refocusing curricula around the leisure career theme. Chapter four includes a list of general principles which can serve as guidelines for this refocusing process. Chapters five through nine include examples of how the leisure career theme can be infused into the curricula of language arts, mathematics, science, social studies, and the expressive arts.

Finally, chapter ten includes some practical guidelines for implementing a career education program for leisure occupations. These guidelines address such factors as gaining the commitment and involvement of the community, establishing policy, developing staff, and evaluating programs.

Acknowledgments

This publication has been developed by the Career Education for Recreation and Tourism Project under the administration of the Curriculum in Recreation and Parks at the University of Kentucky.

Numerous persons and national agencies contributed a great deal of their time and expertise in assisting with the development of this publication. Most notable among the agency contributions were those of the Association for Supervision and Curriculum Development, a national affiliate of the National Education Association, who cooperated in the establishment of the National Task Force on Leisure Career Education. Other agencies who gave freely of their time and resources were the American Association for Health, Physical Education, and Recreation, the American Association of Junior Colleges, Discover America Travel Organizations, Inc., the American Society of Travel Agents, the National Hotel and Motel Association, the National Tourism Resources Review Commission, the Organization of American States (Division of Tourism Development), Outdoor Game Council of the U.S.A., and the Recreation Vehicle Institute.

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CHAPTER I
Career Education

Hank is in the second grade of a school where career education is included in the curriculum from kindergarten through high school. In keeping with the elementary school goals of career education, Hank is becoming aware of himself as an individual, his unique role in his family, and his family's role in the life of the community. Hank is learning respect for and interest in a variety of daily jobs performed by his parents, brothers and sisters, and friends of his family.

Judy, Hank's older sister, is in the eleventh grade of the same school. Career education there gives Judy an opportunity to select and study the work area in which she has the greatest interest and aptitude. Through professional guidance and counseling at school, Judy, who works well with people and enjoys leisure-time activities, has decided to pursue a career in the leisure field. The career education program in her school strives to prepare all students for placement, whether in a job, in post-secondary school job training, or in a four-year college.

No matter what Hank and Judy ultimately choose as careers, the subjects they study in school - English, mathematics, science, social studies, and the expressive arts - are designed to prepare them for their eventual working careers. They will visit job sites and observe the skills required on the job. They may be given the opportunity to work part-time at a job while attending school.

This brief scenario is what career education is all about. It is difficult to say when career education got its start, but the theories and concepts on which it is based are not new.

Educator Edwin L. Herr[1] credits Benjamin Franklin with first recommending a combination of academic and vocational studies for youth of Philadelphia in 1759. The Industrial Revolution in the late nineteenth century intensified the emphasis on vocational training for America's growing middle class. During this period, and in the early part of the twentieth century, educator David Snedden[2] advocated an educational system in which academic and vocational education would be independent but equal. He also encouraged the inclusion of specific programs related to the "actualities" of life and emphasized the economic advantages of vocational education.

Charles A. Prosser and Charles R. Allen,[3] pioneers in the movement to add vocational education to the public school curriculum, shared Snedden's interest in the economic aspects of vocational education. They believed it would provide skilled laborers for the nation's work force. At the same time, it would afford social and economic mobility to children of the poor through the teaching of practical skills to be used in securing and retaining jobs. Prosser and Allen supported the Smith-Hughes Act of 1917, which allocated federal funds to the states for vocational education.

However, critics of this theory charged that instead of promoting social and economic mobility, vocational training actually stifled it. They labeled vocational education undemocratic and a perpetuation of the status quo. It remained for John Dewey[4] to offer an opinion of vocational education that has served as the basis for the development of the career education concept.

In brief, Dewey's theory held that if the child's knowledge began by doing, then vocational education provided the potential to satisfy his innate tendency to explore, to manipulate tools and materials, to construct and create. He believed that vocational education gave the child not only job skills, but also knowledge of the industrial world and the fundamental processes of economic life. In Dewey's view industrial education could be used as a correlating medium for other subjects, provided educators gave priority to educational values rather than industrial or vocational goals. He warned against taking vocational training out of the public schools. Separate trade schools would be dominated by industrial and commercial interests, he felt. Dewey believed that the educational values of vocational training, as presented by the public schools, would familiarize the student with the social and cultural background of his vocation as well as the skills involved.

During the depression years, the Civilian Conservation Corps (CCC) made a significant contribution to vocational education by giving job training to almost two-thirds of all CCC enrollees. The National Youth Administration of that era helped many a youth complete his education while earning a salary through part-time employment.

World War II, by involving most of the nation's young men in the military, forced the training of women, and others formerly considered unemployable, for productive jobs in all civilian work areas. During the war the military developed new screening and evaluation methods for placement of recruits. These psychological techniques soon found their way into civilian use.

Since World War II a major educational aim in this country has been to prepare the individual to become a contributing member of society. Some educators still feel that a general education will do the job. Others, however, accept current drop-out and unemployment figures as ample evidence that neither the teaching of pure academic subjects nor instruction in pure trade school skills is the way to achieve present-day educational goals.

The drop-out rate in high school has continued to rise since World War II. Unemployment figures remain at unacceptably high levels. With most

schools offering traditional academic subjects as preparation for the world of work, many agree with educator Paul Goodman when he says that today's schools prepare the student for one thing - more school !

Only about three students in ten enter college upon high school graduation. What happens to the remaining seven? Only two of them receive any sort of career or vocational training. Former U.S. Commissioner of Education, Sidney P. Marland, summed up the situation in a 1972 speech to secondary-school principals in Houston, Texas:

> The vast majority of these youngsters (high) school graduates) have bever seen the inside of a vocational classroom. They are the unfortunate inmates, in most instances, of a curriculum that is neither fish nor fowl, neither truly vocational nor truly academic. We call it general education.* I suggest we get rid of it.

Many educators, including Commissioner Marland, believe that career education is a step in the right direction. Speaking before the Thirty-third Session of the International Conference on Education in Geneva, Switzerland, in September, 1971, Commissioner Marland described career education as follows:

> Career education is designed to give every youngster a genuine choice as well as the intellectual and occupational skills necessary to back it up...Career education will begin as early as kindergarten...As a youngster advances into junior high school, he will select three of fifteen occupation clusters....and begin exploring the nature of careers in each.
>
> By senior high school, he will concentrate on one cluster, developing sufficient skill in a specific occupation to qualify for a job...Each student's program will retain sufficient flexibility to enable him to switch to a related occupation later with a minimum of additional training. In addition, each student in a career education program will always retain the option of going on to higher education.

The career clusters that comprise the world of work around which a career education program might be designed include:

Agri-Business and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking
Public Service
Fine Arts and Humanities
Environment
Health
Leisure (Recreation, Hospitality, & Tourism)
Manufacturing
Marketing and Distribution
Marine Science
Transportation
Personal Services

*It should be noted that Commissioner Marland was referring to the general tract and not to general education in its entirety.

Much of the support for the development and implementation of career education has been provided through the Vocational Education Act of 1963 and the 1968 amendments to that act.

Although there are several models being developed, the Comprehensive Career Education model, shown in Figure 1, has received the most widespread support and is the most fully developed. This is a school-based model sequenced in four levels, or phases: (1) career awareness; (2) career exploration; (3) career orientation; and (4) skill development.

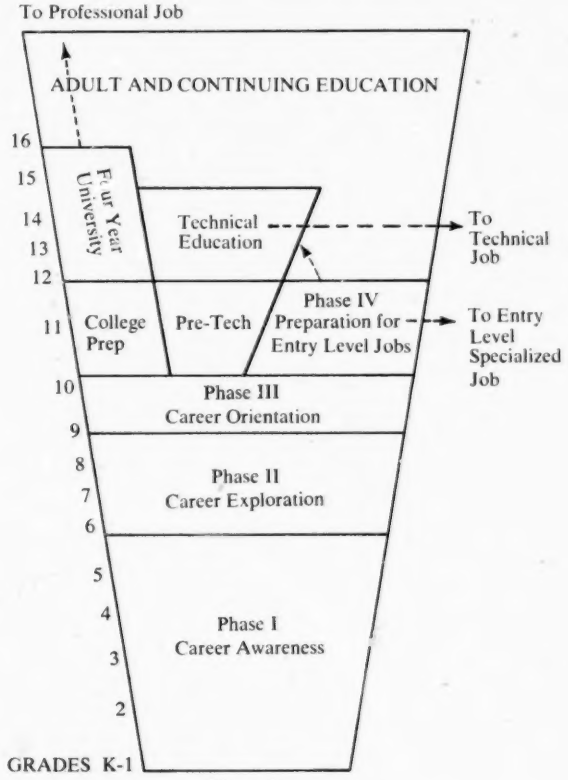


Figure I

A COMPREHENSIVE CAREER EDUCATION SYSTEM

For each phase, a number of broad goals have been developed. Many of these goals are not bound by grade levels. For example, the awareness process implicit in phase I continues through all grades. The major goals of each of the four phases follow.

Phase I (Career Awareness)

- To develop student recognition of the personal and social significance of work.
- To help each student become aware of himself as an individual and as a group member.
- To develop student awareness of many occupations and to expand the career aspirations of each student.
- To improve overall pupil performance by unifying and focusing basic subjects around a career-development theme.

Phase II (Career Exploration)

- To provide experiences that will assist students in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
- To improve the performance of students by making basic subjects more meaningful and relevant through unifying and focusing them around a career development theme.

Phase III (Career Orientation)

- To provide in-depth exploration and training in one occupational cluster, leaving open the option to move between clusters if desired.
- To improve the performance of students by making basic subjects more meaningful and relevant through unifying and focusing them around a career development theme.
- To provide guidance and counseling for students as they select eleventh and twelfth grade occupational specialties.

Phase IV (Skill Development)

- To provide every student with specific, intellectual and practical skills in a selected occupational cluster or specific occupation in preparation for job entry and/or further education.
- To increase the student's motivation to learn by relating his studies to the world of work.
- To provide intensive guidance and counseling in preparation for employment and/or further education.
- To provide placement of all students upon leaving school in either: (a) a job, (b) a post-secondary occupational education program, or (c) a four-year college program.
- To maintain continuous follow-through of all drop-outs and graduates and to use the resulting information for program revisions.

Three Other Career Education Models in Various Stages of Development are:

(1) the employer-based model; (2) the home/community-based model; and (3) the residential-based model. The U.S. Office of Education has described each of these models as follows:

The goals of the employer-based model are: (1) to provide an alternative educational program for students, aged 13-18, in an employer-based setting; (2) to unify the positive elements of academic, general and vocational curricula into a comprehensive career education program; (3) to increase the relevance of the world of education to the world of work; and (4) to broaden the base of community participation, particularly by involving public and private employers more directly and significantly in education. In fact, the program will be operated by a consortia of employers.

The home/community-based model will have three major components: (1) a career oriented educational television program with motivations to study for a career, and information concerning career opportunities; (2) home and community centered educational systems, using such media as cable television, audio cassettes, correspondence programs, radio and instructional aids; and (3) career clinics in the community to provide career guidance and counseling, referral services, and information on relevant career oriented education programs.

There is also a residential-based model. The Mountain Plains Regional Education Center, recently established at the Glasgow, Montana Air Force Base, will develop and begin to implement a residential career education program with services to disadvantaged individuals and their families. These families are being drawn from rural areas of six participating states which are seeking to develop their economies.

Family units are being brought to the training site so that each family member can develop an appropriate career role through employment, study, home management, or a combination of these methods. Employment upon completion of the residency is guaranteed by the home state of each family.

The material presented in this publication deals primarily with the implementation of a career education program for leisure occupations in the school. However, most of the guidelines are flexible enough to be used in planning employer-based, home/community-based, and residential-based career education programs, as well.

If all the Hanks and the Judys in our schools are to understand the world of work and to achieve what is their just right--preparation for their working careers--some changes must occur. The 1970 White House Conference on youth reflected this need for change in its report by stating that:

> The existing educational system, especially at the high school level, has failed to keep options for students to meet their individual needs, to adjust their educational curriculum as their interests and aspirations evolve and to adequately stimulate students in the pursuit of education. These failings have been especially acute in relation to preparing students to move into work....Specifically the general education curriculum which typically prepares students for neither jobs nor college, should be phased out, and systems should be developed for integrating academic and vocational education curricula.5

The career education concept offers promise that change will occur and the resulting program of education will provide many varied and broad avenues toward satisfying and productive careers for all of America's youth.

CHAPTER II

The Leisure Career Field

It is not the intention of this publication, nor of career education, that each career cluster be treated as a new subject to be added to the curriculum. On the contrary, occupational information should be infused into existing subject matter. Likewise, not all students should be expected to receive the type of in-depth exposure necessary to obtain employment in the leisure field. Some students will determine that their interests lie in another career field. They can make this determination more intelligently, however, if somewhere during their formal schooling they are made aware of the opportunities and requirements of each career field. For a basic awareness of the leisure career field, students need answers to these questions: What is leisure? Is there a need for career education for leisure occupations? What is the leisure career field? What are the opportunities for employment and advancement in the leisure field? What is the future occupational outlook for this field? What are the basic requirements for employment in the leisure career field?

The pages that follow provide answers to these questions.

What is Leisure?

In spite of a growing recognition of its importance in the lives of all Americans, leisure remains a little understood and often maligned phenomenon. Leisure time is welcomed by most, but many still refer to it as the *problem* of leisure. Regardless of philosophy or outlook, our society is becoming increasingly leisure oriented. We can no logner ignore or take for granted the great amounts of time and resources we devote to leisure activities.

The nature of leisure is determined to a great extent by man's attitude toward it. During the early days of America, both church and state viewed leisure with suspicion and contempt. An industrial society was being born and work took precedence over all else. Leisure was acceptable only for its contribution to rejuvenating the individual to perform more work.

As America moves rapidly into a post-industrial era, the pendulum has begun to swing from the work ethic to the leisure ethic. Advanced technology has liberated workers from routine tasks associated with an industrial society. Consequently, the average American now has more time and resources to devote to other considerations. Or stated another way, he now has at his disposal leisure time that he never had before.

A major theme emerging from this newly found leisure is concern with the quality of life. In discussing leisure and the American worker, former Secretary of Labor J.D. Hodgson has noted that:

> Leisure is intrinsically bound up in the quality of life. Its distribution--among the population and over lifetimes--and the uses to which it is put are indicative of the well-being of a society. Yet the growth of available leisure time in this country has been less widely noted than a corresponding growth in the output of goods and services, perhaps because of its elusive quality.

Leisure is indeed an elusive quality and has no universally accepted definition. In 1967 the International Recreation Association convened a symposium on leisure in Geneva, Switzerland, in which sixteen international organizations in the fields of play, recreation and leisure participated. A resolution was adopted calling for the development of a "Charter for Leisure" that could be used by all agencies, governmental and voluntary, concerned with leisure and its uses. The resulting document, which has been translated into five languages and published worldwide, includes the following preface:

> Leisure time is that period of time at the complete disposal of an individual, after he has completed his work and fulfilled his other obligations. The uses of this time are of vital importance.
>
> Leisure and recreation create a basis for compensating for many of the demands placed upon man by today's way of life. More important, they present a possibility of enriching life through participation in physical relaxation and sports, through an enjoyment of art, science, and nature. Leisure is important in all spheres of life, both urban and rural. Leisure pursuits offer man the chance of activating his essential gifts (a free development of the will, intelligence, sense of responsibility and creative faculty). Leisure hours are a period of freedom, when man is able to enhance his value as a human being and as a productive member of his society. Recreation and leisure activities play an important part in establishing good relations between peoples and nations of the world.

Is There a Need for Career Education for Leisure Occupations?

The reasons for the tremendous growth of the leisure field and the consequent need for additional manpower are many and varied. It is generally agreed that several major socio-economic factors have contributed to the "leisure explosion": population growth, increased free time, urban concentrations, more discretionary income, greater mobility, better education and improved health.

In 1880 Americans had an eighty-four hour work week. Now the average American works less than forty hours per week with twenty to thirty days of paid vacation each year, in addition to weekends

and holidays. Though professionals tend to work longer hours, many unionized trade workers have achieved a thirty-five hour week. In fact, the average American today has more leisure hours than working hours -- 2,175 hours of leisure as compared to 1,960 hours of work.

Dr. Marion Clawson, a leading economist, has estimated that our nation will have 660 billion more leisure hours in the year 2000 than it had in 1950. Anthony J. Wiener estimates that by the year 2000 the average number of work hours will be down to approximately 1,100 per year. Increased leisure time, coupled with larger annual incomes, is expected to have a tremendous impact on life in the years to come.

Since 1945 the number of Americans has increased from 140 million to more than 200 million. Looking to the future, Paul Sears, noted ecologist and former president of the American Association for the Advancement of Science, predicts that between the years 1975 and 2000 the U.S. population will double. Although all age groups have increased in number, the greatest growth rate has been among persons under the age of twenty-five (who are most active) and over the age of sixty-five (who have the most leisure).

Population growth has been most predominant in the metropolitan areas where approximately seventy-five percent of the U.S. population lives. Lack of privacy and "running room" has created an urgent need to evaluate the recreation facilities and services that are currently being provided for the public. A major challenge to urban areas is to conserve existing recreation resources and to improve the quality of the urban environment. The average salary of the American worker today is nearly four times greater than it was in 1940. Because the cost of necessary goods and services has risen much less rapidly than the increase in salaries, most Americans have more discretionary income than ever before--and they are spending a larger portion of their budgets for leisure pursuits.

One of the most significant results of our newly found affluence has been a tremendous increase in mobility. In 1910, when transportation was in the horse-and-buggy stage, the average person traveled only 500 miles per year. Today, the average American travels more than 5,000 miles annually, and this total is climbing rapidly. Americans can now travel quickly to a variety of recreation sites. The American Automobile Association has estimated that Americans drive over 225 billion miles each year just getting to and from vacation areas.

People are also better educated than ever before. They spend more time in school preparing for employment, in training for additional skills, during employment, and in adult education courses. With increased education has come a growing awareness of the values of physical and mental fitness and hence, increased participation in all types of leisure activities.

Together with other new scientific, economic, and social advances, these factors have motivated more Americans than ever before to seek leisure opportunities actively. For the most part, federal, state, and local agencies--as well as voluntary, industrial, commercial, and church organizations--have responded well to this challenge. Consider the following factors:

- Leisure, according to a publication from the stockbrokerage firm of Merrill, Lynch, Pierce, Fenner and Smith, is a $150 billion industry. In a few years, this figure should triple.
- Estimates supplied by Discover America Trave Organizations, Inc., indicate that: (1) tourism ranks among the top three income producers for all but a very few states; (2) five percent of the nation's retail business comes from the tourism market; and (3) the five Monday holidays will increase the leisure and recreation industry income from $150 billion in 1971 to $250 billion in 1975. Recent legislation passed by Congress has resulted in the formation of a National Tourism Resources Review Commission--a presidential commission.
- The U.S. Civil Service Commission has recently initiated a study of possible advantages and disadvantages associated with a four-day/forty-hour work week for government employees. Already several hundred industries have adopted this scheme. Some are even experimenting with a three-day work week of twelve hours daily.
- Recent provisions of Medicare and Medicaid bills require extended-care facilities to have qualified workers to implement their patient-activity programs.
- At all government levels, the amount of time, money, and labor spent on increasing and improving facilities and programs has been spectacular. The number of federal agencies concerned with recreation and tourism increased from thirteen in 1960 to more than ninety in 1972. All fifty states have embarked on massive programs and the trend toward centralized, more efficient community services is increasing each year.
- More federal recreation lands are being acquired and better highways are now available to provide easy weekend accesss for most Americans. States, counties, and cities are obtaining new lands for local use at a rapid rate. In 1950 cities and counties reported about 650,000 acres of land for public recreation; in 1965 these areas had increased to nearly 1.5 million acres--a threefold rise in fifteen years.
- Government spending for recreation has been equally spectacular. In the period from 1955 to 1965 state spending alone jumped from $87 million to $244 million--an increase of

almost 300 percent. Local spending was even more astounding. In 1940 communities spent $31 million for recreation. In 1965 it was $905 million--almost thirty times more money in twenty-five years.

- According to the National Planning Association, governmental recreation expenditures in 1966 reached $1.4 billion and by 1977, are expected to be $4.4 billion--an average annual growth rate of 11.0 percent. Expenditures for the private, nonprofit sector were predicted by the Battelle Memorial Institute to increase at an average annual rate of 4.69 percent for 1967 to 1980. Expenditures for the commercial sector should increase annually by 2.54 percent during the same period, Battelle estimated.
- Capital expenditures for recreational facilities have also shown a rapid growth rate. In the period between 1955 and 1965 the number of local community tennis courts, softball diamonds, and baseball diamonds increased by one-third. During the same period, golf courses and outdoor swimming pools--both requiring major capital investments--more than doubled; recreation buildings more than tripled; and indoor recreation centers increased four-fold.
- Attitudes seem to be changing, if only very gradually. Leisure is being accepted as a meaningful, necessary part of life. The frequently substantial expenditures made for leisure suggest that Americans are gradually shifting from Pruitan standards of self-denial to more self-indulgence. There are indications, too, that Americans in the middle years view retirement, and thus leisure, somewhat differently than did their parents. It has been noted that Americans have already survived a doubling of their free time in the past few decades and the adjustment has been made so readily that most of them are hardly aware that they have made one.

Increasing leisure can be either a boon or a bane, depending upon the way it is used. If Americans use their leisure in productive ways--to improve themselves, their environment, and their social institutions --then their society will continue to progress. As a motivating force in American society, the leisure movement can help channel individual incentives toward a more constructive, wholesome, and meaningful life for everyone. This will require manpower trained not only in the technical aspects of this field, but in leadership as well. More young persons need to be prepared for careers in the leisure field and afforded training at an early stage of their formal education. These are but a few of the factors that contribute to the need for career education for leisure occupations.

What is the Leisure Career Field?

An initial step in developing career education curriculum guidelines for leisure occupations is defining the leisure career field. Its complex nature makes a precise definition difficult. However, the leiaure career field can be broadly described as follows:

THE LEISURE CAREER FIELD ENCOMPASSES THOSE OCCUPATIONS PURSUED BY PERSONS ENGAGED IN PERFORMING THE FUNCTIONS REQUIRED TO MEET THE NEEDS OF PERSONS ENGAGED IN LEISURE-TIME PURSUITS.

An analysis of the primary functions of the leisure career field led to the identification of four major occupational groups:

1. RECREATION SERVICES
2. RECREATION RESOURCES
3. TOURISM
4. AMUSEMENT AND ENTERTAINMENT

RECREATION SERVICES

The main function of the recreation services group is to provide recreational activities. This group creates and supervises programs, plans activities, and provides recreation leadership and instruction. These leisure-time experiences take place in a variety of settings -- parks, playgrounds, camps, and community organizations to mention just a few. Careers in recreation services involve a great deal of personal interaction.

RECREATION RESOURCES

The recreation resources group includes jobs related to the planning, development, maintenance, and protection of resources, both natural and man-made, used for leisure-time experiences. These jobs deal primarily with recreational areas, facilities, products, goods, and with natural areas. In general, these jobs form a support system for the experiences provided by the recreation services group.

TOURISM

The tourism group includes jobs related to travel for pleasure (rather than for business or duty), to activities for tourists; and to money spent at a location other than the one where it was earned. Within this group are five major components: (1) attracting a market for tourism experiences; (2) providing transportation to places of interest; (3) providing attractions for tourist participation; (4) housing, feeding, entertaining and serving tourists; and (5) informing people about attractions, services, facilities and transportation, then making specific arrangements for them.

AMUSEMENT AND ENTERTAINMENT

Occupations in this group are primarily concerned with amusing, diverting or informing people. Included here are jobs centered around: (1) commercial amusements; (2) live, filmed or broadcast performances; (3) the presentation of shows and athletic contests; (4) the training of persons or animals for entertainment; (5) the teaching of entertainment skills at a post-high school level; and (6) personal services in entertainment establishments.

What are the Opportunities for Employment and

Advancement in the Leisure Field?

The leisure field is still in an embryonic state. New jobs are being created almost daily in an attempt to meet the needs and interests of our rapidly growing, leisure-oriented society. The need for qualified and well trained employees at all levels and in all occupational groups of the leisure field is constantly increasing. The range of job opportunities runs from positions requiring less than a high school degree to those requiring unique and highly specialized education. Many jobs can be filled by handicapped persons.

In recent years there has been a surge of interest in public service careers. A Department of Labor pamphlet entitled PUBLIC SERVICE CAREERS points out the large number of recreation careers available for disadvantaged adults. Jobs exist in schools, hospitals, correctional institutions, delinquency-control programs, environmental-control agencies, housing developments, parks, community-action agencies, zoos, aquariums, and other areas. The guidelines issued by the Public Employment Program also include parks and recreation as a major field of employment.

Potential for advancement is an important factor in selecting a career. The leisure career field provides excellent opportunity for advancement. Advancement within the leisure career field can best be described in terms of **career ladders.** A career ladder is a series of jobs with increasing difficulty, responsibility and authority within a career field. The career ladder provides a picture of advancement potential. Generally, the first plateau of the career ladder represents entry level jobs. However, a person may enter the career ladder at any plateau, depending on his qualifications and employer requirements. An example of a career ladder for the recreation service occupational group is presented in figure 2.

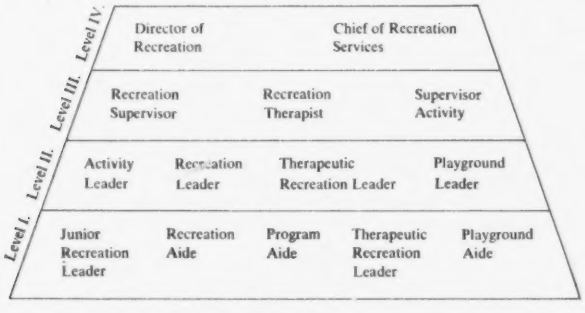


Figure 2

A TYPICAL CAREER LADDER FOR THE RECREATION SERVICES OCCUPATIONAL GROUP

Within this particular career ladder, numerous jobs at Level I are open to high school students on a part-time or voluntary basis. The student has an opportunity to function as a recreation worker. In this job he may develop a particular skill and apply knowledge learned in the classroom to practical situations. As the recreation aide acquires additional education and/or work experience, he will qualify for positions at higher plateaus.

In addition to upward mobility within a particular career ladder, there exists the potential for lateral movement from one occupational group to others within the career field and even to other related career fields. For example, many of the requirements for the position of municipal parks and recreation department director are the same as qualifications for similar positions in government-agency management.

Because of a manpower shortage in all areas of the leisure career field, many jobs with excellent advancement potential are available at all entry levels. Here are just a few advancement possibilities: from playground or recreation aide to recreation commissioner; from group leader to settlement-house or agency director; from therapeutic-recreation assistant to state coordinator of therapeutic recreation; from grounds-keeper to horticulturist to landscape architect; from building manager to park commissioner; from counselor to camp director; from conservation worker to recreation-resource specialist; from recreation instructor to head of a college department or dean of a school of recreation.

What are the Basic Requirements for Employment in the Leisure Career Field?

As stated previously, requirements for employment in the leisure career field vary greatly. The charts on pages 10 through 17 provide basic information about the four occupational groups in the leisure career field. Included are examples of job titles, a general description of the work, and the basic job-entry requirements. The four entry levels are as follows:

LEVEL 1 - Includes those jobs which generally do not require a high school diploma.

LEVEL 2 - Includes those jobs which require a minimum of a high school diploma or its equivalent.

LEVEL 3 - Includes those jobs which require a minimum of a two-year, post-secondary degree from a junior or community college or certification program.

LEVEL 4 - Includes those jobs which require a minimum of a four-year, post-secondary degree.

It should be noted that job entry requirements vary greatly depending on the particular situation, location, and employer. An individual considered qualified for a particular job in one situation may be deemed not qualified for the same job by another employer. Sample job descriptions for each entry level of the four occupational groups are included in appendix A.

What is the Future Occupational Outlook for This Field?

The future outlook for employment in the leisure career field is excellent. In projecting the job outlook

for 1970 to 1980, CHANGING TIMES (June, 1972) reported that jobs in the recreation field will increase by nearly eighty percent, an increase second only to the field of computer programming.

Se/ere shortages of trained personnel in the leisure field are expected during this decade. According to a manpower study conducted by Verhoven and Hawkins in 1967, by 1980 there will be three jobs available for every one person with two years or more of formal preparation in the leisure field. The study estimated that the 303,000 full-time jobs in the area of parks and recreation in 1967 will climb to an estimated 1.2 million full-time positions by 1980.7 As stated by Merrill, Lynch, Pierce, Fenner and Smith, "...we believe that leisure will be the dynamic element in the economy in the 1970's and that it will even out-perform the economy.8

Recreation Services Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Recreation Aide Junior Recreation Leader Playground Assistant Activity Aide Therapeutic Recreation Aide Program Aide	These jobs require a sincere interest in providing worthwhile community service. Some experience as a participant in organized activities is helpful. Specialized skills or interests are helpful but not required. Limited responsibility is given under close guidance by a qualified supervisor. Major emphasis is on on-the-job training for advancement to a more responsible position. Jobs may be seasonal, or part-time. Some are voluntary.	1. Fourteen to eighteen years of age and at least a freshman in high school. 2. A desire and willingness to work with people. 3. Sufficient maturity to accept direction and constructive criticism. 4. Understanding of how to help others.
II.	Recreation Leader Playground Leader Activity Leader Camp Counselor Therapeutic Recreation Leader	Job responsibilities at this level include assisting with recreation programs, recreation-activity leadership, working directly with volunteers and participants, coordinating activities and experiences within a given setting and time period, and keeping basic activity reports. Work is performed under the supervision of a qualified program supervisor or director. Jobs may be seasonal, part-time or full-time. Some are voluntary.	1. A high school degree or its equivalent in training and experience. 2. An elementary knowledge of the organization and conduct of recreation activities. 3. An ability to stimulate interest and participation in recreation activities.

Recreation Services Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Recreation Supervisor District Supervisor Senior Recreation Leader Activity Instructor Recreation Therapist	Job performance includes responsibility for the planning and setting of program objectives. Activity instruction is a key leadership responsibility. Performance of more abstract functions including long-range planning, reporting, and program evaluation are required. The jobs involve public relations and basic responsibilities for leadership development and supervision of those functioning at Levels I and II.	1. Completion of a two-year, post-secondary program or its equivalent in training and experience. 2. Ability to lead and supervise other employees. 3. A thorough knowledge of the organization and administration of a wide variety of recreation activities. 4. Ability for written and oral communication with others.
IV.	Director of Recreation Center Director Superintendent of Recreation Program Director Chief of Recreation Services General Manager	Primary functions lie in the areas of coordination, supervision, planning and evaluation, and reporting. Coordination and supervision involve the integrating of agency resources, both physical and human, with the resources of other agencies and the community at large. Supervision and planning duties include staff development, program development and goal setting, facility planning and maintenance. The functions of interpretation and reporting are critical. The difference between the functions of supervision and administration are of degree rather than substance.	1. Graduation from a four-year professional preparation program plus experience at lower levels of responsibility. The amount of experience required varies according to the amount of responsibility and the size of the agency. 2. Decision-making ability. 3. Public-speaking and writing ability. 4. Ability to synthesize ideas and information. 5. Ability to coordinate work and people.

Recreation Resources Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Building Attendant Yard Worker Landscape Worker Gardner Groundskeeper Concessions Worker	Jobs at this level usually provide for the maintenance and upkeep of natural areas and physical facilities and resources. They require little decision-making and mainly involve performance of physical and routine tasks. Jobs may be seasonal or part-time.	1. A minimum of sixteen years of age. 2. Physical ability to perform tasks required. 3. Ability to understand verbal and written directions and orders. 4. Interest in working out of doors.
II.	Park Caretaker Park Ranger Nurseryman Equipment Operator Range Guard Assistant Naturalist Equipment Manager	Jobs at this level involve protecting areas and facilities, checking for problems and hazards, and performing various tasks in parks, forests, campgrounds, etc. Some decision-making is required. Jobs may be seasonal, part-time, or full-time.	1. High school diploma or its equivalent in experience within the work setting. 2. Ability to learn rules and regulations and to follow and enforce them when necessary. 3. Ability to perform specific tasks required. 4. Ability to write basic reports and do routine paper work. 5. Willingness to accept supervision and directions.

Recreation Resources Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Park Foreman Security Chief Fish and Game Warden Forest Supervisor Building and Grounds Supervisor Concessions Manager	Jobs at this level include scheduling, decision-making, and supervision of a unit or complex. Some paperwork, evaluation, and consultation is involved. Functions at this level focus on the coordination of work and people to accomplish specific objectives.	1. Completion of a two-year, post-secondary program or its equivalent in experience performing the actual tasks and training in the special areas of responsibility. 2. Ability to plan ahead and distribute tasks to others. 3. A thorough knowledge of the tasks at hand. 4. Ability for written and oral communication with others.
IV.	Director of Parks Park Naturalist Landscape Foreman Landscape Architect Conservation Officer Forester	Jobs at this level involve either overall administration of areas and facilities or the performance of highly specialized functions such as landscape design, horticulture, plant and animal ecology, etc. Abstract functions of planning, reporting, and evaluating are included along with scheduling, budgeting, and public relations needed for the efficient operation of the resource system.	1. Completion of a four-year professional preparation program plus experience and knowledge of the different functioning units within the area of responsibility. 2. Decision-making ability. 3. Public-speaking and writing ability. 4. Ability to synthesize ideas and information 5. Ability to coordinate work and people.

Tourism Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Hostess Ticket Taker Usher Bellhop Tour Guide Aide Travel Clerk Aide Waiter	Jobs at this level involve the performance of routine tasks and much face-to-face contact with people. Certain basic skills are necessary depending on the specific function. Little decision-making is involved.	1. Sixteen years of age and some high school education. 2. Ability to settle into a routine. 3. Ability to deal pleasantly with others. 4. Honesty in dealings with others' personal property. 5. Physical ability to perform required tasks. 6. Desire to work with people.
II.	Tour Guide Visitor Guide Travel Clerk Desk Clerk Facility Attendant Information Clerk	These jobs require the coordination of predetermined schedules, rules and information in order to serve the individual needs of clients. Face-to-face contact with others is required and some responsibility for checking out complaints and following through on details.	1. High school education or equivalent in training and experience. 2. Ability to deal pleasantly with others. 3. Ability to coordinate information, schedules, and rules. 4. Ability to verbally communicate with others and use some written communication. 5. Knowledge and skills in the areas of specific responsibility.

Tourism Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Travel Agent Banquet Supervisor Steward Resort Activity Director Sports Instructor Social Director	Jobs at this level include the coordination of people and data that may or may not be predetermined. Communication, scheduling, and supervision of tasks assigned are also involved.	1. Completion of two-year, post-secondary education program or its equivalent in specific experience, and special supervisory training. 2. Ability to communicate verbally and in writing. 3. Ability to coordinate and check data and schedules. 4. Ability to report on efficient running of the unit.
IV.	Travel Agency Director Resort Manager Director of Food Services Travel Consultant Booking Agent Tour Time Manager	Jobs at this level call for overall planning, decision-making, scheduling, budgeting, coordination of units, understanding of total organization function, supervision of unit supervisors, and responsibility for public relations--all leading to the efficient operation of the facility or program.	1. Completion of a four-year professional program and experience within the specific kind of facility. 2. Verbal and written communication skills. 3. Ability to coordinate abstract data with people. 4. Decision-making ability.

Amusement and Entertainment Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
I.	Ticket Taker Swing Gang Worker Desk Man (Bowling Floor) Usher Jockey Room Custodian Film Loader	These jobs are mainly manual labor and/or jobs requiring a knowledge of a specific routine. Responsibilities are very limited and very few special skills are actually necessary. Jobs may be seasonal according to sports season or movie filming schedules, part-time or full-time.	1. Sixteen years or older. 2. Some high school education. 3. Maturity to accept what responsibilities the specific job may require. 4. Ability to adjust to routine.
II.	Ride Operator Wardrobe Mistress Cardroom Attendant Horse Exerciser Head Usher Motion Picture Projectionist	Jobs at this level require a specific knowledge of an activity within a particular amusement or entertainment establishment. Responsibility is usually just to carry out a specific job but the important factor at this level is the skill with which tasks are executed.	1. High school diploma is necessary or its equivalent in special training (on-the-job training). 2. Proficiency and knowledge within the specific area of specialty.

Amusement and Entertainment Occupational Group

Entry Level	Sample Job Titles	General Description of Work	Basic Employment Requirements
III.	Disc Jockey Choreographer Racetrack Steward Program Assistant Cardroom Manager Property Master	Jobs at this level not only require a certain degree of skill within each particular area, but also require a certain amount of talent. These jobs also entail supervising other people and some paperwork.	1. Two years of college, special training school, or considerable natural talent or ability that has been acquired and developed. 2. Ability to supervise others. 3. Thorough knowledge of tasks that need to be performed. 4. Ability to write and verbalize suggestions or ideas.
IV.	Stage Director Arranger Producer Technical Director	Responsibilities at this level involve the overall supervision of many different types of workers in order to accomplish a specific goal. All supervisory traits must be combined with special skills and talents in the specific area.	1. College or other special training. 2. Ability to coordinate and supervise other people. 3. Ability to use natural talent and imagination. 4. Overall knowledge of all specific jobs and functions necessary to fulfill goals.

CHAPTER III

A Conceptual Framework For Refocusing The Curriculum

In choosing a viable concept to serve as a framework for developing career education programs, different modes of curriculum theory and practice must be considered. With the complexity of the problem envisioned, the following statement by Hilda Taba seemed the most appropriate basic premise:

> ...no program, no matter how thorough, can teach everything, the task of all education is to cause a maximum amount of transfer. The curriculum must always stress those things which promise most transfer, which is taught directly. [9]

The promise of transfer is particularly important to career education. Taba's premise should serve as a guide in re-examination of educational programs and in refocusing learning experiences on career education goals.

In order to infuse career education into the existing curriculum, it is necessary to find a mode of curriculum organization into which the awareness, exploration, orientation, and experience phases of career education can be incorporated. Taba considers the organization of curriculum as crucial:

> If curriculum is to be a plan for learning, its content and learning experience need to be organized so that they serve the educational objectives. The type of curriculum organization followed is probably one of the most potent factors in determining how learning proceeds. Often the curriculum is ineffective not because its content is inadequate but because it is put together in a way that makes learning difficult, or because learning experiences are organized in a way that makes learning either less efficient or less productive than it might be. Chaotic content or isolated learning experiences are usually not effective in attaining any important objective. [10]

A theory that provides for proper breadth, for desirable sequence, for integrative continuity, and for wholeness of learnings must be thought out carefully in order to properly organize the curriculum. With this idea in mind, we will review several theories of curriculum design and organization.

Much of the difficulty of curriculum revision hinges on the fact that we are still caught up in the oldest and most prevalent of all the curriculum plans -- subject organization. Subject organization had its origins in the classics, with later additions by the Halle Institutes. The Platonic model had a division of subjects within the scope of education. The three broad subject areas of the early Greeks and the Seven Liberal Arts of the Later Greeks now encompass a myriad of specialized subjects. This organization does not always cover the important phases of our social heritage, nor does it guarantee that the attainment of subject skills will suffice for a full program of education. The theory that it is necessary only to add additional subjects and educational tasks and to readjust knowledge is a fallacy. Such faulty thinking still pervades the majority of educational programs in the United States. One might refer again to Taba for a detailed criticism of such curriculum organization. [11]

When one method of organization is criticized, new ones emerge to eliminate the faults criticized. The outgrowth of the criticism of subject organization was the Broad Fields Curriculum. This type of organization had the advantage of a greater integration of subject matter in a more functional pattern of knowledge. At the elementary level such a curriculum seemed acceptable because a greater flexibility in choosing curriculum content was possible. The high schools used this approach to a limited degree, however. There was some indication that the curriculum areas were not as broad as their title suggested. An integration and combination of fields of knowledge did not materialize to the extent ancicipated.

Another theory of curriculum organization appeared under the title of the Experience Curriculum. In an attempt to eliminate the weaknesses of subject-matter approaches this organization provided more child-centered experiences. The rationale of such a pattern was readily accepted by most educators. People do learn best by doing and thus the activity or experience approach found wide acceptance. In using problem solving methods, skills and knowledge were acquired as needed. Learning was defined as an active, dynamic process engaged in by learners as they were achieving all the necessary tools to live a full life. The theory was widely accepted but misinterpreted in practice. Now, many years later, some educators are returning to a renewed implementation of the theory. Perhaps the controversy and the misunderstandings of a prior era might now be erased by a new attempt to provide learning through activity.

The Core Curriculum pattern of integrating curriculum areas became one of the most widely used approaches and was also misunderstood and abused. In some schools the Core Curriculum was that portion of the subject matter required of all students, in contrast to elective subjects. Some educators felt

that the Core program did not provide students sufficient and systematic knowledge and skills. Others countered that broader, more significant understandings were gained. Teachers of specialized subjects had difficulty planning for integrative thinking and for problem solving across subject-matter lines. Other teachers argued that life problems often cannot be solved unless solutions are sought from several fields of knowledge.

The above approaches to curriculum organization illustrate various attempts to implement educational theories. Each falls short for one reason or another. According to Taba, curriculum decision-making requires thinking through complex, interacting facets:

> ...any enterprise as complex as curriculum development requires some kind of theoretical or conceptual framework of thinking to guide it. To be sure, theoretical considerations are, and have been, applied in making decisions about curriculum, and possibly more theoretical ideas are available than have been applied in practice. What is lacking is a coherent and consistent framework. 12

In seeking a framework, Bayles states in his article, "Present Status of Educational Theory in the United States," in SCHOOL AND SOCIETY, that the solution might be reached if we clarify our thoughts on democracy and what democracy means for "keeping school." He indicates that we must do some re-thinking, particularly concerning our basic assumptions about how students learn and how teachers teach.

What will be the curriculum design that will facilitate the infusion of career education into the matrix of a subject-crowded curriculum? The foregoing discussion has pointed out different approaches and several essential parts of a theoretical framework for curriculum development and decision-making. In summary, that framework consists of: (1) an understanding of children and how they mature; (2) knowledge of how and why learning takes place; (3) an understanding of the needs of our democratic society; and (4) recognition of the significance of our body of knowledge. Giving substance to this framework are the various curricular tasks, such as definition of goals, organization of content, selection of learning experiences, use of environment and resources, and evaluation.

In dealing with these tasks, the following questions will require consideration: What is the scope of career education for leisure occupations? What are the significant expected outcomes? What sequence is appropriate? What are its interrelationships with other subjects? What kinds of organizing centers are most realistic in bringing together content from all fields? What kinds of learning experiences are most realistic? What series of experiences will ensure continuity for each learner? How can results be evaluated? What observable evidence will indicate that desired learning has occurred?

This framework for curriculum development is a hard task-master. It demands scrupulous attention to the development of individuals and to the impact of these individuals on the future of our society. On the other hand, it offers no ready-made curriculum design or predetermined approach to career education. It is hoped that the theoretical framework given here will be flexible enough to serve any school system, no matter how unique, as it strives to incorporate career education into its curriculum.

CHAPTER IV

Guidelines For Refocusing The Curriculum

Although a conceptual framework is necessary as a basis for curriculum development, more specific guidelines are needed to implement the process. This chapter presents a number of principles which will be helpful in undertaking such an effort. In addition, this chapter suggests a series of steps to be followed in the curriculum refocusing process.

The following guiding principles for curriculum refocusing will provide a basis for making decisions and will facilitate the development of a career education program for leisure occupations.

I. THE INTEGRATION OF CAREER EDUCATION INTO EXISTING CURRICULUM PATTERNS MUST OCCUR WITH CONSIDERATION OF FOUR LEARNING LEVELS: AWARENESS, EXPLORATION, ORIENTATION, AND EXPERIENCE.

The aim is to infuse career information about leisure occupations into the existing school curriculum rather than to radically restructure the existing curriculum or to develop a new one. Basic to this process is attention to four distinct levels in career education: awareness, exploration, orientation, and experience. While these levels represent a progressive sequence in the development of an individual's career choice and preparation, learning at all four levels can occur simultaneously. The progression from awareness to skill development through experience is continuous throughout life.

The awareness phase will start with kindergarten and continue to occur. The exploration phase probably will not occur much earlier than fifth grade and the seventh grade is generally the earliest point at which the orientation phase will begin. However, it is very important that flexibility be maintained in order to accommodate individual learning patterns and capabilities.

II. CURRICULUM REFOCUSING FOR CAREER EDUCATION SHOULD MAKE APPROPRIATE USE OF THE RICH RESOURCES TO BE FOUND OUTSIDE THE SCHOOL WALLS.

The close collaboration of community and school is a prerequisite for the success of a career education for leisure occupations program. Human resources include representatives from business and industry who can provide expertise and lend authenticity to programs. Local government, business and industry can offer their facilities for visitation, internships and work experience. Business and industry often provide supplementary materials (e.g. informational publications, job specifications, manpower-need projections) not usually included in school materials.

Appendix C provides a listing of agencies and organizations where valuable resource materials may be obtained.

III. CURRICULUM REFOCUSING FOR CAREER EDUCATION SHOULD REFLECT THE WIDE RANGE OF INDIVIDUAL PERFORMANCE LEVELS (LEVELS OF MATURITY) FOUND IN EACH SEGMENT OF THE SCHOOL STRUCTURE.

The integration of information on leisure occupations into existing programs must be done with an awareness of individual differences in needs and interests in any single classroom or program.

IV. INTEGRATION OF CAREER EDUCATION INTO AN EXISTING SUBJECT AREA SHOULD RESPECT THE INTEGRITY AND LEGITIMACY OF BOTH THE CAREER FIELD AND SUBJECT DATA.

Infusion should occur when there is an appropriate or relevant purpose for so doing. In any existing program refocusing of material into the leisure career field should be done only when appropriate relationships occur between areas.

V. THE INTEGRATION OF CAREER EDUCATION INTO THE CURRICULUM SHOULD PROVIDE FOR DIRECT ENTRY INTO THE JOB FIELD AT VARIOUS POINTS AND SHOULD KEEP OPEN AN OPTION FOR POST-SECONDARY PREPARATION.

Many leisure career experiences, especially at the secondary level, should be of sufficient scope and depth to prepare for immediate job entry. Other experiences should provide sufficient preparation for more advanced post-secondary work if it is needed and desired.

VI. CURRICULUM REFOCUSING FOR CAREER EDUCATION SHOULD EMPHASIZE EMERGING AND FUTURE CAREER OPPORTUNITIES IN THE FIELD.

Care must be exercised not to limit career exploration to those occupations that already exist. Various means can be used to detect trends in the field and to determine future manpower needs; survey of leaders in the leisure field; appraisal of trends in the literature; attention to reports of the U.S. Department of Labor and of national organizations directly concerned with the leisure field. For examples of sources of such information, see appendix C.

VII. EDUCATION FOR CAREERS IN THE LEISURE FIELD IS A PRIMARY CONCERN; EDUCATION FOR THE WORTHY USE OF LEISURE TIME, HOWEVER, IS AN IMPORTANT COROLLARY.

Preparation for the worthy use of leisure time has long been an important objective of American education. Although many students may never pursue a leisure career, they will still benefit from education about leisure and the worthy use of leisure time. Learning about new forms of recreation, exposure to a wider range of expressive arts, and discovery of different travel opportunities are invaluable by-products of this program.

VIII. CAREER EDUCATION IS INTENDED FOR ALL STUDENTS. EFFORTS SHOULD BE MADE TO GUARANTEE INCLUSION OF DISADVANTAGED, HANDICAPPED, AND OTHER SPECIAL POPULATIONS.

Curriculum development for the leisure occupations should avoid the mistakes made in many earlier efforts aimed at a specific or narrow school population. One of the strengths of the career education concept is that it aims to break down artificial barriers between academic and vocational education and provide occupational awareness and preparation for *all* students. Students at both extremes of the performance range and those who are considered handicapped or disadvantaged are also entitled to appropriate career education opportunities.

IX. CURRICULUM REFOCUSING FOR CAREER EDUCATION SHOULD EMPHASIZE THE ACTIVE INVOLVEMENT AND PARTICIPATION OF STUDENTS.

One of the basic tenets of learning theory is that students learn best through active participation. Whenever possible and appropriate, programs should include "hands-on" activities rather than passive classroom experiences. Students and school personnel should cooperate in determination of specific objectives and activities.

X. CURRICULUM REFOCUSING FOR CAREER EDUCATION SHOULD INCORPORATE ASPECTS OF THE EMPLOYER-BASED MODEL, THE RESIDENTIAL-BASED MODEL, THE HOME/COMMUNITY-BASED MODEL, AS WELL AS THE SCHOOL-BASED MODEL.

Federal funding has stimulated developmental work in all of the four models listed above. It is believed, however, that the success of the career education concept will depend upon a broad base of cooperation between the school, home, community, and local employers. The models being developed in each of the four areas will provide many guidelines for fostering cooperation between areas.

XI. THE PROCESS OF REFOCUSING THE CURRICULUM FOR CAREER EDUCATION SHOULD UTILIZE THE INTERDISCIPLINARY TEAM APPROACH.

An interdisciplinary team of curriculum, supervisory and classroom personnel may be given the responsibility for refocusing the curriculum to include information about leisure occupations. Special education and guidance personnel should be included. Suggested steps in the refocusing process are listed on page 25.

Chapters five through nine present specific examples of how information about the leisure occupations can be infused into each of five subject areas; expressive arts, language arts, mathematics, science, and social studies. Each subject area has been introduced with a statement explaining the approach being taken. Since different subject areas need varying organizational formats, no two approaches are exactly alike.

In some instances examples from different levels of the school system have been provided to show how infusion may be accomplished. Wherever possible, specific examples for each of the four occupational groups within the leisure field are included.

Learning activities have also been suggested for the different developmental levels and content areas. Concrete methods and techniques have been provided for both in-class and extra-class learning activities. While the examples do not provide complete courses of study for a particular subject, sample units do illustrate how leisure occupations information can be infused into the existing curriculum.

Suggested Steps For Refocusing The Curriculum

Tasks for the Curriculum Refocusing Team

Articulate curriculum in terms of the levels of awareness, exploration, orientation, and skill development.
Identify leisure occupations existing in your community.
Identify and clarify goals for each of the levels and for subject areas that relate to leisure occupations.
Work with appropriately selected schools (teacher willingness to participate is important) to design and test learning experiences and organizational patterns.
Establish relationships with representatives of out-of-school agencies and organizations engaged in leisure occupations.
Make initial community contacts that will lead to work experience, internships, and field trips.
Derive from the work with schools, procedural guidelines that will assist other schools of the system in implementing their leisure occupations curriculum.
Record selected classroom experiences to provide suggestions for use in other schools.
Evaluate the procedures, the program, and the performance of students.
Coordinate and interrelate with other career curricula being used in the school system.

Tasks for Individual Teachers

Clarify goals and derive instructional objectives (See appendix B for detailed objectives).
Discuss and delineate the scope of content for the leisure career field.
List skills to be developed in communications, human relations, problem-solving, etc., related to leisure occupations.
Infuse into the existing classroom curriculum learning activities that will contribute to understanding of and skills development in the leisure occupations.
Experiment with various patterns of organization and organizing centers for leisure occupations.
Evaluate the strength of learning experiences on the basis of (1) interest of students, (2) depth of knowledge attained, (3) effective learning of skills, (4) availability of resources, (5) use of out-of-school resources, (6) relatedness to various subject matter, (7) relatedness to other occupational clusters and the world of work concepts.

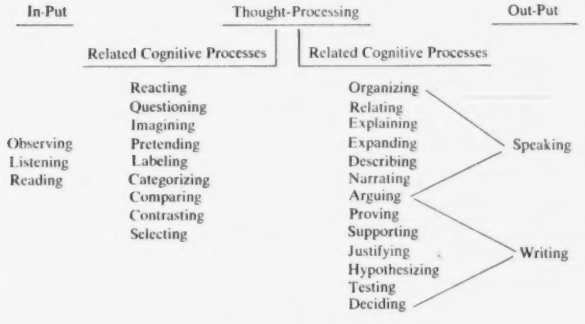
Typical Broad Goals For Career Education

GOAL I. The student needs to find out who he is and what he can do.
GOAL II. The student needs to understand how his interests relate to occupation and leisure.
GOAL III. The student needs to understand the variety of occupations and their relationships in the world of work.
GOAL IV. The student needs to grow in understanding himself as unique and to differentiate self from others.
GOAL V. The student needs to understand the structure and organization of the world of work.
GOAL VI. The student needs to become aware of the longitudinal, integrated, and dynamic nature of career development.
GOAL VII. The student needs to acquire broad knowledge and understanding of the American economic system in relation to leisure careers.
GOAL VIII. The student needs to formulate an occupational preference and make plans to implement that goal.

CHAPTER V

The Language Arts And Leisure Occupations

In order to fully understand the role of language arts in implementing the goals of career education for leisure occupations one should be familiar with the relationship between language and mental processes. In each individual, words and other sensory impressions are incorporated into a stream of thinking. The mental processes act upon those impressions in a variety of ways. Some are rejected, some are compared with past impressions, some bring pleasure; the list is very long. In this manner ideas and concepts, feelings and attitudes, grow. Sometimes these ideas and feelings find their way into the individual's expressive behavior; he screams, speaks, dramatizes, dances, paints, beats drums or writes. The following model illustrates the complexity of the language process. 17



As the model implies, no language activity is simple. Even the act of a child pointing to and naming a bird involves many cognitive skills.

Spoken or written language serves as a stimulus to an individual's thinking processes. Some look upon language as a verbal extension of one's thoughts. The use of language facilitates the individual's development of ideas, concepts, attitudes, and skills. It helps him to form a self-concept.

The teacher can become involved in the idea-growth of the learner. He or she can provide cues that will help the thinker (idea-maker) question and revise or expand and reinforce his idea. Whether or not language arts is planned for, language is central to every learning experience. Naturally, there is a great advantage to planning language activities and directing them toward specific goals. Language activities centered on leisure occupations can provide the motivation and stimulation students need to develop communicative and cognitive skills.

FOCUS ON NEEDS

On the following pages a plan is outlined for infusing information on leisure occupations into the language arts curriculum. The focus is on the kind of broad goals that students will need if they are to become competent adults. The goals have been developed in different ways in order to illustrate various methods of translating curriculum into classroom activities.

CURRICULUM GOALS

Awareness

GOAL I: THE STUDENT NEEDS TO FIND OUT WHO HE IS AND WHAT HE CAN DO.

All children develop self-concepts at different rates. For many youngsters, however, this process has been poorly provided for or even inhibited. Therefore, The classroom environment should provide for many kinds of human activity: exploring, expressing, communicating, responding, building, creating, leading, sharing, helping.

MATERIALS SHOULD be many and varied to permit each student to explore and develop interest. These materials should be manipulative, puzzling, divergent, and challenging.

THE CHILD SHOULD (1) discover what he likes to do and can do, (2) verbalize his purposes, his likes, his ways of solving problems and making decisions, (3) perceive that others have different interests and methods of problem-solving, (4) plan ahead for future activities, (5) respond to others and relate in caring, sharing, helping ways, (6) question and test the limits of his knowledge and set a course for further pursuit of knowledge.

THE TEACHER SHOULD (1) facilitate the expansion of each child's self-concept by observing and interacting with the child, and by helping him "open up new thoughts," (2) take a lead in providing the child with many opportunities to talk about himself and what he is doing, (3) evaluate the effectiveness of each child's activity. Does his activity increase his awareness of himself as unique?

EVALUATION SHOUD deal with identifiable evidences of expected outcomes. For example, if an expected outcome is the development of self-confidence, some of the language evidence of self-confidence in the child might be:

- lists the skills he has used in order to accomplish a task
- talks about difficulties that he has encountered and the manner in which he resolved them

If a child understands his uniqueness by identifying differences in others, some of the language evidence might be:

- identifies different ways of working used by another child
- helps another child to work at a task

GOAL II: THE STUDENT NEEDS TO UNDERSTAND HOW HIS INTERESTS RELATE TO OCCUPATIONS AND TO LEISURE.

For young children interests can be very temporary or superficial if they do not relate to the real world. The teacher should help the child to expand, fantasize, and role play his interests by means of vignettes of real life. An organizing center can be selected so that each individual's interests will contribute to a common project. What kind of organizing center would encompass many varied interests and help to relate them to occupations and leisure? One class might choose to be a city and proceed to build and operate "Cardboard Junction." Another class might choose to build "Six Future Cities," another "Utopia State" beginning with a sawdust map of imaginary land forms. Another class might develop a system of government for immigrants to the moon. In each project, children might pursue occupations and recreational activities to make their city realistic.

As the children pursue activities in the total enterprise the teacher should be able to observe evidence of expected outcomes similar to the following:

a. ATTITUDES

- appreciates the importance of work and its contribution to common group purposes
- values wise use of leisure and recognizes the need for recreation
- feels pride in pursuing tasks in the leisure occupations
- appreciates school tasks in which he finds involvement and meaning
- appreciates how work can enhance his dignity and worth

b. KNOWLEDGE

- understands that a community is supported by people doing many kinds of work
- understands that the various occupations of people of the community bring many benefits to all
- understands that a person can choose an occupation related to his interests
- understands that the occupations of some people contribute to the way we use our leisure time
- understands that some occupations serve needs while others produce things for people to use
- understands that wages from working at an occupation provide means for purchasing goods and services
- understands that communicating with others is an important part of holding the community together

c. SKILLS

- selects preferred occupations and leisure time activities
- identifies problems and alternative solutions, selects a course to follow, and checks results
- responds thoughtfully rather than habitually or impulsively
- tests results in light of consequences
- coope ates, shares, helps
- communicates constructively, persuasively, and appealingly
- writes concisely and in businesslike format

GOAL III: THE STUDENT NEEDS TO UNDERSTAND THE VARIETY OF OCCUPATIONS AND THEIR RELATIONSHIPS IN THE WORLD OF WORK.

Having become aware of many occupations related to various individual interests, the students will begin to classify these occupations in terms of goods and services. As the children examine the necessity for both goods and services in their personal lives and in their community, they will become aware of the interdependence of workers. Study of one career field will show how varied occupations within that field are related.

Here are some activities that might be undertaken by students studying the leisure career field:

A class, individually or in groups, might select an area of the world where recreation and tourism opportunities are highly probable. A study of why leisure activities are likely in an area can lead to an investigation of how the area has been or should be developed. Specific occupations can be identified. The relationship of leisure to other career fields can be traced. The class may become involved in transportation, communication, legislation, and economic problems and their solutions.

Another class may sell shares to finance a souvenir company which may eventually be established.

In another situation a class might set up two competing refreshment stands in which they practice the laws of supply and demand, selling of shares, taking of profits, and the like.

Another class might specialize in production and distribution of literature about a tourist project. They might prepare magazine spreads, advertisements, poetry books, historical and geological pamphlets, all related to the vacation site.

Throughout activities like these teachers should seek observable evidence of expected outcomes similar to the following:

a. ATTITUDES

- appreciates the relationship of location and topography to establishing of occupations
- appreciates the benefits from division of labor
- values the cooperation among workers of the same or different occupations
- appreciates the wise use of resources
- appreciates the effort needed to keep occupations productive
- appreciates the relationship of human relations and communication skills to occupational success

b. KNOWLEDGE

- understands the meaning of goods, services,

consumers, and producers and relates these concepts to leisure occupations
- understands the interdependence of occupations and leisure
- understands how specialization leads to interdependence in the leisure field
- understands the variety of opportunities in the leisure field.

c. SKILLS
- develops human relations techniques by role-playing his selected occupation
- develops communication skills useful in the world of work
- develops skills in choosing development appropriate to different geographical regions
- develops skill in predetermining problems to be solved in a business experience
- develops skill in preplanning tasks to be performed in establishing businesses

GOAL IV: THE STUDENT NEEDS TO GROW IN UNDERSTANDING HIMSELF AS UNIQUE AND TO DIFFERENTIATE SELF FROM OTHERS.

As learning and maturity progress, each child must learn how to keep up with and understand his own growth and development. By the middle grades the student must learn how to cope with self-appraisal, how to deal with his strengths and weaknesses. No matter what subject matter is being studied or how the learning experiences are organized, there must be time in the school day for each child to reflect upon his changes in interests, his new skills, his own perception of himself, others perceptions of him, and what he would like to become.

The teacher can view his or her class as a small society in which the interaction of the children will provide a means for self-development of each child. Through co-responding and communicating each child becomes aware of his social self. Role playing of situations with alternative ways of reacting can help students see themselves as others see them. Discussion of differing values will help students understand their preferences and biases.

GOAL V: STUDENTS NEED TO UNDERSTAND THE STRUCTURE AND ORGANIZATION OF THE WORLD OF WORK.

Basic needs of man are the same in all parts of the world, but the way in which different peoples satisfy these needs forms the fundamental characteristics of their culture. Need for recreation and use of leisure time is felt by all peoples. The many conditions under which people live influence the kinds of recreational activity they enjoy.

To attain an understanding of the relationship between leisure and culture, students can engage in individual and group research projects. In-depth examination of contrasting cultures will help answer the following kinds of questions:
- **what** factors help to determine the kinds of recreation a people pursue?
- **what** kinds of work make various kinds of recreation possible?
- **how** have new types of recreation developed over time?
- **what** organizations promote and sponsor sports and recreation?
- **what** rules and regulations control sports?
- **how** do leisure occupations satisfy both individual needs and the needs of society?
- **how** are recreational activities financed?

Many students will want to choose a particular sport or type of recreation or tourism occupation and pursue their choice in depth. The teacher will need to help the students develop outlines of questions to use as a study guide. Research skills will need to be increased and wide reading encouraged.

GOAL VI: STUDENTS NEED TO BECOME AWARE OF THE LONGITUDINAL, INTEGRATED, AND DYNAMIC NATURE OF CAREER DEVELOP-

Flexibility and decision-making skills are essential attributes for students to develop during the awareness level of career education. As they learn about changes in themselves as well as in life situations and the world of work, children should become aware of the importance of flexibility in career choices. Students ready to enter junior high school should be able to make decisions on the basis of knowledge about themselves and the great number of possible career alternatives. The final phase of investigation at this level should give the student knowledge about the steps of career development for the occupational area of his choice.

The following kinds of communicative arts activities would help the student to achieve these important capabilities:
- make a list of occupations that are related to four categories of the leisure career family
  - Recreation Services
  - Recreation Resources
  - Tourism
  - Amusement and Entertainment
- develop questions for interviewing one who holds a position that you would be interested in
- make an appointment and conduct an interview
- write a report from the data obtained from the interview
- investigate and organize a report on the training necessary for an occupation of your choice
- make a notebook of one of the categories of the leisure career family. Include information about related occupations, work sites, training programs, and advancement opportunities
- find classmates who have chosen careers related to yours and discuss how you would work together
- develop advertisements to promote your favorite occupation
- list possible problems in your occupation and the training that you would need to solve these problems
- role play situations that you think might occur in your occupation

- read fiction and factual material related to leisure occupations
- list personal qualities and outside factors that could influence your success
- write a short story involving a character who has an occupation similar to one of your interest
- investigate descriptions of training courses you would need

Exploration

The student at this level needs to have a background of understanding of the economic conditions in American society that influence leisure occupations. As much as possible, out-of-school exploration of leisure occupations should be provided to keep the student in touch with real-life conditions. Emphasis should be placed on communication, human relations, and problem-solving skills because they underlie successful performance in leisure occupations.

GOAL VII: THE STUDENT NEEDS TO ACQUIRE BROAD KNOWLEDGE AND UNDERSTANDING OF THE AMERICAN ECONOMIC SYSTEM IN RELATION TO LEISURE OCCUPATIONS.

A team of teachers in a middle or junior high school might plan an interdisciplinary unit to insure correlation of subject matter and skills. An outline of content can be organized from pertinent questions to be investigated. Following are examples of activities to develop communication skills in an interdisciplinary unit.

- read about industrial developments over time to find changes in working conditions
- interview industrial labor and management personnel to find policies currently affecting working conditions
- engage in seminar discussions to point out roles of labor and management in welfare of workers, of capitalistic systems, and of the social consequences
- prepare transparencies to be used with an overhead projector to present findings (from 1, 2, 3 above) to the class
- compare recreation, hospitality, and tourism in various periods of time and in several different cultures
- develop an opinionnaire and collect data on possible new leisure enterprises for your area
- present a budget justification for a new enterprise to the county or city government
- select a tourist attraction in your area and prepare an advertisement brochure
- prepare a slide presentation with sound track featuring attractions in your area
- select a leisure enterprise, list all types of employees, and write job descriptions for them (gather data through interviews and correspondence)
- prepare a chart showing the relationship between business firms and your selected leisure enterprise
- role play various occupational interactions

During these activities teachers will be able to seek improvement in all the areas of the communicative arts (spelling, mechanics, research, semantics, clarity and precision of expression, and organization of idea).

Other language arts activities can be engaged in during the pursuit of social studies content goals. Following are some examples:

- describe the circular flow of economic activity
- explain the role technology plays in economic change
- analyze the effect supply and demand have on the manpower market
- examine the causes of individual unemployment
- summarize changes that have taken place in the labor force since 1920
- project which occupations will have the greatest future employment potential
- discuss relationship of employment trends to career planning
- discuss the role of women in employment and society
- write a theme on "Investment in Human Resources"

Orientation and Skill Development

GOAL VIII: THE STUDENT NEEDS TO FORMULATE AN OCCUPATIONAL PREFERENCE AND MAKE PLANS TO IMPLEMENT THAT GOAL.

At this level students need to decide on a future occupational goal. They should study and assimilate information on the variety of occupations that are available to them. Each student should relate what he has discovered about himself to the occupational roles he is studying.

Schedules should be planned so that students engage for a portion of the week in an internship or a work experience program. During this time their in-school activities should include seminars and conferences that will assist them in talking through problems met in the work experiences.

As language activities the student might:

- evaluate his personal occupational expectations
- describe steps in career decision-making process
- outline for his selected occupation the future employment outlook and job requirements
- analyze preferred occupation in terms of required aptitude, experience and educational level
- analyze the human relation skills required and the degree of problem-solving involved in the preferred occupation
- write personality sketches of others and compare them with sketches they have written about themselves
- examine how realistic his self-image is and how to improve this self-image

- evaluate his interests, abilities, values, and human relation skills as they relate to the preferred occupation.
- outline steps in preparation to meet a career goal and identify obstacles
- write about his plans for continuing education

Chapter VI

The Expressive Arts And Leisure Occupations

Much early learning of the child (and for that matter, later learning of the adult) comes through activities designed for perceptual development. The specific subject areas in the expressive arts (dance, drama, fine arts, physical education/athletics) are activity-oriented. An awareness of self so necessary in life, and particularly in the expressive arts, is readily developed through activity designed curriculum content. For this reason it is believed that those charged with implementing such a program in career education will find the following format easy to understand. Although the arts are often segmented by grade level these decisions are unimportant if student progress is based upon the developmental levels of children and young adults, rather than their age and grade level. The stages in career education (awareness, exploration, orientation, and skill development) have been considered in the following activity oriented curriculum guidelines.

Art

Awareness

CLASSROOM METHODS

- Make media materials available for students' choice of activities.
- Encourage students to depict in art themselves and their friends in play situations.
- Encourage students' development of self-understanding and a good self-image.

CLASSROOM ACTIVITIES

- Make pictures of "What I Like to Play," "Where I Like to Go."
- Paint picture of favorite sport.
- Make paper-mache athletic figures and entertainers.
- Make diorame of a park.

EXTRA-CLASSROOM ACTIVITIES

- Plan a field trip to a park, seashore, mountains (depending on locale) as preparation for a mural depicting "People Who Help Us Have Fun."
- Arrange classroom visitations by professional artist and others in leisure careers--paint illustration of visitor.

Exploration

CLASSROOM METHODS

- Encourage long range and cooperative projects related to leisure occupations.
- Observe and discuss line, color, texture in relation to projects.

CLASSROOM ACTIVITIES

- Make a scrapbook of travel brochures--design one.
- Design advertisement spread for travel magazine or theatre performance.
- Prepare for a sidewalk art show.

EXTRA-CLASSROOM ACTIVITIES

- Plan field trips to recreational areas to take pictures for a slide presentation.
  Observe care and maintenance of parks as background for a student-illustrated book.

Orientation and Skill Development

CLASSROOM METHODS

- Assist students in assessing their artistic strengths and developing their talents.
- Provide for choices in painting, ceramics, woodcarving, weaving, stitchery, and relate them to crafts of our culture.

CLASSROOM ACTIVITIES

- Develop a travelogue.
- Prepare a student art gallery.
- Study the role of painter, sculptor, printer, photographer in relation to leisure occupations.

EXTRA-CLASSROOM ACTIVITIES

- Take pictures at a sports event and make a "sports illustrated" book.
- Arrange an exhibit of art objects on loan from a museum.
- Serve an internship with the crafts specialist at the local recreation department.
- Volunteer in a graphic arts or advertising agency.

Dance

Awareness

CLASSROOM METHODS

- Observe rhythm everywhere--encourage students to imitate movement of trees, animals, etc.
- Recognize that each child is unique in his moving style.
- Associate rhythm and movements with mood--use music to create moods.

CLASSROOM ACTIVITIES

- Create interpretive movements for some area of study in leisure occupations--rain and wind, volcanoes erupting, a trip into the forest.
- Conduct a folk dance festival--round dances, square dances, social dances, etc.
- Read about famous dance entertainers.

EXTRA-CLASSROOM ACTIVITIES

- Take a walk on the school grounds to observe movement in the wind, on the playground, in the streets.
- Visit an amusement park and later imitate motions to music.
- Talk with community resource people--dance students and professionals.
- Attend a musical or ballet.

Exploration

CLASSROOM METHODS

- Continue to observe movement, rhythm, and

to encourage interpretation.
- Work on details of form, timing, interpretive innovations.
- Imitate group cooperation in "dance family."
- Explain jobs and functions of supportive occupations.

CLASSROOM ACTIVITIES
- Make films of student dance performances.
- Keep a scrapbook of latest information on dance as performance--new ballets, new stars, critiques.
- Study dance as a part of tourism--European, Asian, African, and American-Indian dance.

EXTRA-CLASSROOM ACTIVITIES
- Plan exchange programs with other schools.
- Attend dance concerts.
- View films.
- Participate in folk-dance programs at the local recreation department.
- Explore roles of personnel in supportive occupations related to dance performances and dancing for recreation.

Orientation and Skill Development

CLASSROOM METHODS
- Work separately with students interested in supportive roles for dance performances.
- Encourage students to act as instructors.
- Involve interested students in costume, make-up, set-making, lighting.

CLASSROOM ACTIVITIES
- Write critiques, plan programs, order costumes, and perform other supportive roles for performances.
- Serve as a booking agency for performing classmates.

EXTRA-CLASSROOM ACTIVITIES
- Serve internships in theatres, booking agencies, advertisement, television studios, recreation departments.
- Arrange programs for PTA, service organizations, elementary schools.
- Volunteer to assist dance instructors at the local recreation department.

Drama

Awareness

CLASSROOM METHODS
- Develop student self-awareness and self- confidence.
- Encourage spontaneous creative play.
- Plan student pantomines, creative dramatics.
- Explain jobs and roles of supportive personnel.

CLASSROOM ACTIVITIES
- Study how to write a play, then write one.
- Make scrapbooks of lighting, stage sets, costuming, etc., from important dramatic presentations.

EXTRA-CLASSROOM ACTIVITIES
- Attend theatre performances, visit television studio.
- Exchange dramatic presentations with other schools.
- Participate in PTA, service organization performances.

Exploration

CLASSROOM METHODS
- Use role-playing monologues, dialogues.
- Encourage both spontaneous creative dramatics and play writing.
- Encourage improvement in style of critique, oral and written.

CLASSROOM ACTIVITIES
- Make and edit film of class performance.
- Learn techniques of videotaping.
- Outline tasks involved in producing a play.
- Practice supportive functions.

EXTRA-CLASSROOM ACTIVITIES
- Observe work of supportive personnel--ushers, ticket takers, lighting crews, etc.
- Visit booking agency to learn functions of that occupation.

Orientation and Skill Development

CLASSROOM METHODS
- Encourage reading of plays, operettas, television scripts.

CLASSROOM ACTIVITIES
- Write critiques of selected television dramas, live theatre performances.
- Produce vignettes of some current dramas.
- Use tape recording to improve student skills in interpretive reading.
- Write scenarios, outline a plot.
- Imagine a character, then write a sketch, pantomine, and/or play a scene as the character.
- Design a set, sketch costumes, demonstrate character make-up.

EXTRA-CLASSROOM ACTIVITIES
- Participate in supportive occupations at local theatre, television studio, graphic-arts company.
- Work with school publication to advertise and critique dramatic productions.
- Participate in supportive roles for school productions on local tour.

Music

Awareness

CLASSROOM METHODS
- Establish a music center where students can explore sounds of instruments.
- Have students create rhythms with instruments to illustrate circus animals walking.
- Use singing of rounds and conversational singing.

CLASSROOM ACTIVITIES
- Listen to records and select music to accompany a series of pictures or slides.
- Plan a program of songs for a community sing, camp fire, etc.
- Listen to music that tells a story--"Peter and

the Wolf," "Nutcracker Suite."

EXTRA-CLASSROOM ACTIVITIES

- Take a field trip to a park or zoo--make tape recording of sounds.
- Go to a concert, band practice.

Exploration

CLASSROOM METHODS

- Continue opportunities for exploration with sounds and rhythms.
- Listen to selected music for mood--match with dance, art, drama.

CLASSROOM ACTIVITIES

- Prepare musical background for dramatic presentation.
- Become familiar with operettas, musical soundtracks, ballet.

EXTRA-CLASSROOM ACTIVITIES

- Invite soloists, group performers.
- Give concerts in elementary schools.
- Visit television studio to learn use of music in telecasts of various kinds.

Orientation and Skill Development

CLASSROOM METHODS

- Use excerpts of operettas, musicals, and familiar concert themes frequently.
- Give time for simple composing.
- If possible, have "listening-posts" for individuals and small groups.

CLASSROOM ACTIVITIES

- Coordinate music for drama, dance, gymnastics programs and art exhibits.
- Specialize in music of different cultures--prepare a music travelogue.

EXTRA-CLASSROOM ACTIVITIES

- Select music and play for school programs.
- Serve internships in recording studios, music stores, music libraries, concert activities.

Physical Education

Awareness

CLASSROOM METHODS

- Encourage a variety of physical activities.
- Provide perceptual-motor training.
- Teach group games.

CLASSROOM ACTIVITIES

- List jobs for "People Who Help Us Have Fun".
- Role-play supportive occupations at the ball game, in a park, on a boating trip.
- Make a scrapbook of supportive occupations in leisure occupations.

EXTRA-CLASSROOM ACTIVITIES

- Use playground safely.
- Take hikes, camping trips.
- Attend sports activities.

Exploration

CLASSROOM METHODS

- Insist on student responsibility for equipment.
- Promote understanding of rules of games.
- Promote care of grounds, public property.
- Rotate squad leaders.

CLASSROOM ACTIVITIES

- Study official rules, umpire, keep score, be timekeeper.
- Arrange schedule for round-robin competition.

EXTRA-CLASSROOM ACTIVITIES

- Interview sports writer, umpire, park attendant, golf pro, etc.
- Learn care and maintenance of golf course, ball park, sports equipment.
- Visit recreation department and community organizations. Study the organization and financial plans.

Orientation and Skill Development

CLASSROOM METHODS

- Encourage students to develop skills of teaching and helping each other.
- Promote punctual and efficient handling of class time.
- Work with those who assume supportive roles.

CLASSROOM ACTIVITIES

- Write sports articles, interview recognized athletes.
- Organize field-day activities.
- Assist in activities of the team trainer.
- Become familiar with construction of athletic facilities and selection of equipment.

EXTRA-CLASSROOM ACTIVITIES

- Manage a tennis or volleyball tournament.
- Volunteer at a golf course, ball park, recreation center.
- Intern with a newspaper, sports magazine.

Chapter VII

Mathematics And Leisure Occupations

The change from traditional to modern mathematics was a radical one for many people in mathematics education. Widespread in-service training was necessary to make the transition successful. By contrast, infusion of career education for leisure occupations into the mathematics curriculum will require no drastic changes. Instead, the focus on leisure occupations will provide teachers with a motivational tool and a way to individualize instruction. Students already interested in the leisure field will see relevance in problems to be solved by athletic coaches or travel agents, for example, and will enjoy solving them. At the same time, students unfamiliar with leisure occupations will learn about them as they solve the problems.

On the following pages are examples of how mathematics activities can be focused on leisure occupations. These activities could be assigned to a whole group or used to provide extra practice and motivation for individuals. They can be viewed as models for other problems that the teacher may create.

Several different formats have been used to present the examples. The first group of activities have been related to specific leisure occupations. Next, sample mathematical objectives have been suggested for specific occupational groups and career education levels. Finally, sample mathematical activities, problems and objectives have been offered for a single job at the various levels of awareness, exploration, orientation and skill development.

Mathematics Activities For Studying Leisure Occupations

RECREATION SERVICES OCCUPATIONAL GROUP

JOB TITLE: PLAYGROUND SUPERVISOR

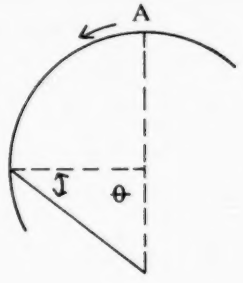
ACTIVITY: The playground supervisor and his assistant, the boys' activities supervisor, look at ten boys who have come out for the city basketball team. The playground supervisor will use them all, but he wants the five best players for the first team. The activities supervisor suggests, "Why not let two teams play against each other? We will try out every combination and let the top-scoring team be our first." The playground supervisor looks at him in amazement- "Do you realize how many games we would have to watch?"

JOB TITLE: PLAYGROUND LEADER

ACTIVITY: A recreation leader is teaching children how to use playground equipment. He knows that a seesaw will balance if the product of the weight and its distance from the fulcrum on one side is equal to the product of the weight and its distance from the fulcrum on the other side. If a 100-pound boy is seated four feet from the fulcrum on the right side of the seesaw, how far from the fulcrum should an eighty-pound boy be seated on the left side so that the seesaw will balance?

JOB TITLE: SKI INSTRUCTOR

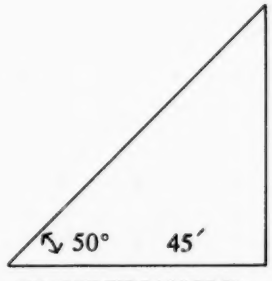
ACTIVITY: A ski jumper starts down a hill from the point marked A. The cross section of the hill is a circle of radius R. The radius to the point at which he will leave the surface of the hill will make an angle with the horizontal, where sine = 2 (1-sine 2). Determine this angle.



RECREATIONAL RESOURCES OCUPATIONAL GROUP

JOB TITLE: LANDSCAPE GARDENER

ACTIVITY: The landscape gardener wants to chop down a large, deseased fir tree near the park headquarters. He wonders whether it is safe to let the tree fall toward the headquarters.



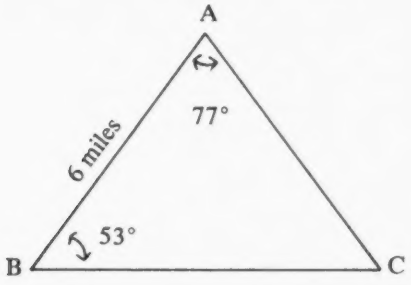
RIGHT TRIANGLE

1. Using the information in the figure, make a scale drawing. Find the height of the tree from the scale drawing.
2. Check your results by using a tangent ratio.
3. The landscape gardener decides to use a shadow method. He finds that the tree's shadow is seventy-two feet. A nearby three-foot pole casts a shadow of four feet. Use the shadow method to find the height of the tree.
4. The headquarters is fifty-eight feet from the base

of the tree. Is it safe to let the tree fall toward the *headquarters building?*

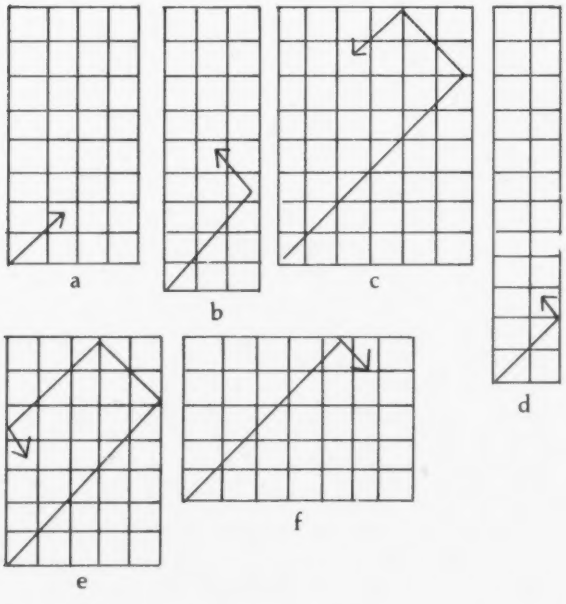
JOB TITLE: GROUNDS CARETAKER
ACTIVITY: The grounds caretaker needs to rent a ladder so that he can prune the top of a fig tree. The height of the tree is twelve yards. The grounds caretaker wants to place the foot of the ladder five yards from the base of the tree. Use the rule of Pythagorus to find the size of the ladder needed.

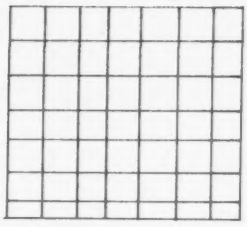
JOB TITLE: FORESTER
ACTIVITY: Two forest lookout stations, six miles apart, are at points A and B. Forest Service personnel in each tower observe a fire located at point C. The observer at lookout A finds that the measure of the angle from the fire to lookout B is seventy-seven degrees, whereas the observer at B measures an angle of fifty-three degrees from the fire to lookout A. How far is the fire from lookout A?



AMUSEMENT AND ENTERTAINMENT OCCUPATIONAL GROUP

JOB TITLE: BILLARDS INSTRUCTOR
ACTIVITY: The billards instructor wants to determine the path of the following billard balls. Complete the path of each, assuming the ball stops when it reaches a corner.

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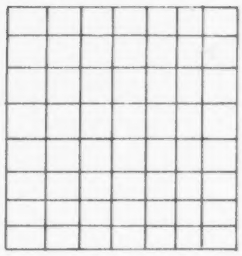

h

1. On which table does the ball have the simplest path? Can you explain why?
2. What do you notice about the paths of the balls on tables e and f? Can you explain?
3. Do you think the ball will always end up in a corner? (Use diagram g.)
4. If the ball starts from the lower left-hand corner, do you think it can end up in any of the four corners? Why or why not? (Use diagram h.)

JOB TITLE: BROADCAST PROGRAM ASSISTANT
ACTIVITY: The program assistant at WWBB-TV is arranging rehearsal rooms for auditions being held for a new musical group called the "Dandemonians." The group will consist of five guitar players and two drummers, but twelve guitar players and five drummers wish to try out for the group.

1. How many combinations of guitar players can be chosen?
2. How many combinations of drummers can be chosen?
3. How many different sets of musicians can be chosen for the group?
4. How many audition rooms will be needed?

JOB TITLE: DEALER
ACTIVITY: An American roulette wheel has thirty-eight compartments around its rim. Two of these are numbered 0 and 00 and are colored green. Of the others numbers 1 to 36, half are colored red and half are colored black. In order for the gambling dealer to have control of the game, he needs to know the answers to the following questions:

1. What is the probability of the ball landing on 7?
2. What is the probability that a black number will win?
3. What is the probability of each of the following coming up:
   a. Any number from 1 to 12?
   b. Either 0 or 00?
   c. A red number?
   d. A red number, if the 25 numbers which had come up previously were all black?
   e. A number that is not red?

ACTIVITY: A "die" is a homogeneous cube whose faces are marked with dots. The dots range from one to six. In order for a gambling dealer to win at dice, he needs to know the answers to the following questions:

1. What is the probability of throwing a double?

2. What is the probability of throwing a 7? An 11? Snake eyes?
3. What is the probability that one die will have a number less than three and the other die will have a number greater than three?
4. What is the probability of throwing a 10? A 12?
5. What is the probability of not throwing a double?

TOURISM OCCUPATIONAL GROUP

JOB TITLE: TRAVEL AGENT

ACTIVITY: A travel agent asks his assistant to gather the necessary maps, schedules and charts to provide the following information to his customers:

1. Give the approximate distance between two specified cities.
2. Determine the shortest route between Miami and New York and estimate the driving time for a man who wishes to drive not more than fifty miles an hour and not longer than eight hours a day.
3. A woman preparing for a trip to France asks for an explanation of the currency of those two countries and to help her prepare a chart of exchange.
4. A couple preparing for a trip to the west coast ask to be routed by train and car giving the estimated cost of each and the advantages of each. Their decision to travel by car or train will be made on the basis of expense, time, and accommodations.

Miscellaneous Examples for Infusing Leisure Career Education into the Mathematics Curriculum

Occupational Group	Job	Level	Mathematical Objective
Recreation Services	Playground Attendant	Awareness	The student will identify the shape of a regulation football field and tennis court. The student will identify a rectangle by sight.
Recreation Services	Recreation Leader	Exploration	The student will determine the number of football teams that can be composed from x football players. The student will divide by a two-digit number.
Recreation Resources	Fish and Game Warden	Exploration	The student will determine the speed and time necessary for overtaking one boat with another. The student will determine the distance that boat x can travel in y minutes.
Recreation Resources	Jewelry and Flatware Design	Exploration	The student will determine the composition of 24-karat gold. The student will determine the number of ounces of pure gold needed to make x ounces of 24 karat gold. The student will solve a proportion.
Recreation Resources	Sports Ground Keeper	Skill-Development	The student will construct a baseball diamond on the school athletic field. The student will measure the distance between two points. The student will construct an angle of x degrees.

Miscellaneous Examples for Infusing Leisure Career Education into the Mathematics Curriculum

Occupational Group	Job	Level	Mathematical Objective
Recreation Resources	Bowling Alley Attendant	Skill-Development	The student will keep the bowling averages for the bowling team. The student will find the average of x two digit numbers.
Recreation Services	Swimming Supervisor	Skill-Development	The student will measure the pool used by the swimming team. The student will determine the cost of filling the pool using the local water rate.
Amusement and Entertainment	Stage Set Designer	Skill-Development	The student will construct a scale drawing of the school stage. The student will measure the stage. The student will determine the scale to be used in the drawing. The student will determine the dimensions on the scale of the stage.

Awareness, Exploration, Orientation and Skill Development Examples for a Single Job - Ticket Seller

Level	Activities	Mathematical Problem	Mathematical Objective
AWARENESS	The student will obtain brochures of Disney World. The student will list the admission prices of six different attractions at Disney World.	The cost of the House of Presidents is x dollars and the cost of the Country Bear Jamboree is y dollars. Which is greater? Joe has $3.00. Does he have enough money to buy a ticket to an attraction?	Given two numbers, the student will determine which is greater.
EXPLORATION	The student will list the opportunities for ticket sellers in his school. The student will collect job advertisements for ticket sellers in the local paper for one week.	If a student ticket to the homecoming game is $1.00 and an adult ticket is $1.50, how much will one student and two adult tickets cost? If the student has a $5 bill, how much change does the ticket seller give to him when he buys a ticket for himself and his parents?	Given the price of x items at y cents an item, the student will determine the cost of the x items. The student will subtract three digit numbers with two decimal places.
ORIENTATION & SKILL DEVELOPMENT	The student will work as a ticket seller for the high school football games. The student will total the ticket sales after the game.	Student A is given a roll of twenty-five adult tickets and 200 student tickets. If he sells thirteen adult tickets and 139 student tickets, how many of each kind should he return and how much money should he turn in?	The student will multiply three digit numbers. The student will solve a system of linear equations in two unknowns.

Chapter VIII

Science And Leisure Occupations

With the attention that is being focused at present on environment and ecological balance, it is important to consider the major role that environment plays in the leisure-time activities that man selects. An analysis of most science curricula reveals that a study of the environment, living and nonliving, together with the forces effecting change in that environment, constitute the core of the instructional program. The environment serves as man's playground, and the scientist becomes the interpreter of that playground.

After examining the leisure career field in light of its relationship to the science curriculum, certain activities were selected to represent specific occupations and at the same time help to promote the mastery of selected science concepts. Initial student exposure to science-related leisure careers is aimed at developing an awareness of the job opportunities that exist. Later, the student is given the opportunity to explore these careers in greater depth. When the student reaches a greater degree of maturity, he will, through special science programs suggested in this chapter, be able to gain experience in leisure careers.

The science concepts presented here represent those emphasized in existing science programs: (1) change, (2) variety, (3) time and space, (4) adaptation, (5) interrelationship, and (6) interaction. Each problem has been categorized according to one or more of these major concepts.

Three major areas of study have been used in developing the above concepts: Matter and Energy, the Earth and the Universe, and Living Things. Because of interrelationships and interactions, the lines of demarcation in some cases are difficult to establish. In these cases more than one area has been identified.

The suggested subject matter has been expressed in terms of sampling problems that the student should learn to solve. Since it is felt that the development of performance objectives is the responsibility of the individual teacher, no attempt has been made to write behavioral objectives.

The sample problems have been grouped into five levels. Level I represents grades K-1; Level II, grades 2-3; Level III, grades 4-5; Level IV, middle school; and Level V, high school.

Since **awareness** receives emphasis at the elementary level, the first portion of this chapter has been structured to feature activities that will promote career awareness. The second part, or middle school component, is patterned to provide opportunity for **exploration** of careers, and the final segment, or high school section, suggests science-related career **experiences** or **skill development.**

AWARENESS

Level I

CONCEPT: Variety and Change
AREA: Matter and Energy
PROBLEM: To determine how to make objects easier to move.

CAREER AWARENESS: **Recreation.** Create a picture story of "Fun On Wheels." Include bicycles, roller skates, roller coasters, etc. Have an exhibit and a model car contest--with a scorekeeper, a maintenance man, a manager to make schedules, an advertiser, etc.

CONCEPT: Change, Interaction
AREA: Matter and Energy
PROBLEM: To show how a gas such as air can cause an object to move.

CAREER AWARENESS: **Recreation, Tourism.** Similate a plane trip to the Florida Everglades. Show pictures of air-propelled boats. Have children build sailboats and have a race. Collect pictures of windmills.

CONCEPT: Variety
AREA: Matter and Energy
PROBLEM: To determine the various states in which matter can exist.

CAREER AWARENESS: **Recreation, Amusement** and **Entertainment.** Make a diorame showing sports requiring either snow, ice, or water. Include a section showing a steam bath.

CONCEPT: Change
AREA: Earth and the Universe
PROBLEM: To describe simple phenomena attributed to the seasons.

CAREER AWARENESS: **Recreation.** Draw picture stories of seasonal recreation.

CONCEPT: Variety
AREA: Matter and Energy
PROBLEM: To classify surfaces of several objects as being rough or smooth.

CAREER AWARENESS: **Recreation.** Ask children to name places where a smooth or slippery surface helped them have fun. (skating rink, bowling lane, sliding board, etc.)

CONCEPT: Variety
AREA: Matter and Energy
PROBLEM: To identify common substances by odor (onion, orange, apple, etc.).

CAREER AWARENESS: **Amusement** and **Entertainment.** Take the children to the cafeteria kitchen to see if they can identify cooking odors. Introduce them to the workers who prepare the food.

CONCEPT: Variety
AREA: Earth and the Universe, Matter and Energy
PROBLEM: To distinguish between airplanes and spacecraft.

CAREER AWARENESS: **Tourism.** Arrange the chairs to resemble seats in an airplane. Have cockpit for pilot and co-pilot. Have children act as stewardesses and stewards at snack time.

CONCEPT: Interrelationships
AREA: Living Things
PROBLEM: To identify ways in which plants and animals help each other.

CAREER AWARENESS: **Tourism.** Take a fall nature walk. Appoint tour guides to watch for squirrels storing nuts, birds eating berries, etc.

CONCEPT Variety, Adaptation
AREA: Living Things
PROBLEM: To determine how seeds are scattered.

CAREER AWARENESS: **Tourism.** Take a nature walk. Select tour guides to watch for seeds being carried by wind, water, birds, squirrels, or catching on clothing.

Level II

CONCEPT: Variety, Change
AREA: Living Things
PROBLEM: To determine the function of structures of the body.

CAREER AWARENESS: **Amusement** and **Entertainment.** Arrange a tasting party to introduce new foods to the class. Assign children to act as chefs, waitresses, bus boys, dishwashers, etc.

CONCEPT: Change
AREA: Earth and the Universe
PROBLEM: To determine the factors that contribute to weather.

CAREER AWARENESS: **Tourism.** Have children dramatize the role of the weatherman issuing storm warnings to those who plan to go out in a pleasure boat, take a skiing trip, travel in a tornado or flood area, etc. Dramatize people who help when weather endangers tourists.

CONCEPT: Interaction, Variety, Change
AREA: Matter and Energy, Earth and the Universe
PROBLEM: To distinguish sand, clay, and loam and to discover how these soils are formed.

CAREER AWARENESS: **Recreation.** Visit a potter at work. Invite an artisan to demonstrate sand casting. Build a terrarium representing a desert and one representing a forest floor.

CONCEPT: Variety
AREA: Living Things
PROBLEM: To distinguish between the two main groups of animals, vertebrates and invertebrates.

CAREER AWARENESS: **Recreation.** Start an earthworm farm to raise worms for fishing. Make a mural of vertebrates used in recreation. For example: horse racing, donkey baseball, pony rides, rodeos, Scottish games (border collies and sheep dog trials), circus, etc.

CONCEPT: Variety
AREA: Earth and the Universe
PROBLEM: To identify land and water forms in the immediate locale.

CAREER AWARENESS: **Recreation.** Invite a city or county park representative to show a map of the vicinity, or point our present and proposed park land. Locate rivers, streams, lakes or ponds as well as islands, mountains, etc.

CONCEPT: Interaction, Change
AREA: Matter and Energy, Earth and the Universe
PROBLEM: To identify the changes occuring in the water cycle and to investigate the source and treatment of the local water supply.

CAREER AWARENESS: **Recreation.** Visit a reservoir or a pumping station. Trace a stream from its origin to where it joins a larger body of water. Visit a drainage pond. Observe the recreation possibilities that the various water sites provide, and the kinds of occupations involved.

CONCEPT: Change, Adaptation
AREA: Living Things
PROBLEM: To discover how living things have changed over the years.

CAREER AWARENESS: **Tourism.** Visit a museum to see fossils

of past life. Find out about the functions of the people who work there. Start a fossil collection.

CONCEPT: Interrelationship
AREA: Living Things
PROBLEM: To determine the roles of plants and animals living together in a community.

CAREER AWARENESS: **Recreation, Tourism.** Visit a forest area to observe the interrelationship of plants and animals. Talk with a forest ranger. Observe films of salt marshes. Talk with a fish and game authority on the importance of the marshes.

CONCEPT: Interaction
AREA: Matter and Energy
PROBLEM: To discover advantages and disadvantages of the force of friction.

CAREER AWARENESS: **Recreation.** Invite a mountain climber to explain his procedure in scaling a mountain. Observe a film on mountain climbing.

CONCEPT: Adaptation, Variety, Change, Interrelationship, Interaction.
AREA: Living Things
PROBLEM: To discover how seashore animals adapt to land and to sea.

CAREER AWARENESS: **Recreation, Tourism.** Visit a marine laboratory and observe the work of the marine scientist and other employees who work there. Collect seashells and make ornamental figures from them. Start a souvenir shop.

CONCEPT: Change
AREA: Living Things, Earth and the Universe
PROBLEM: To determine the importance of plants and animals in maintaining the productivity and conservation of soil, water, and air.

CAREER AWARENESS: **Recreation.** Invite a soil and water conservationist to visit the class to explain his role as a conservation agent and his contribution to recreational activities. Invite a fish and wildlife agent to speak to the class on methods used to ensure the sportsman adequate game.

CONCEPT: Adaptation
AREA: Living Things
PROBLEM: To identify the methods and structure by which living things become adapted to their environment.

CAREER AWARENESS: **Recreation, Tourism.** Visit a bird sanctuary and observe the birds. Study films of birds, illustrations, and stuffed birds. Observe adaptation of feathers, feet, and beaks. Invite a taxidermist to demonstrate his skill in mounting birds. Take a nature walk through a forest area. Observe the location of branches and leaves in relation to the sun.

Level III

CONCEPT: Variety, Interrelationship, Interaction
AREA: Matter and Energy, Earth and the Universe
PROBLEM: To determine the properties of water and ways of protecting it from pollution.

CAREER AWARENESS: **Recreation.** Invite a water conservationist to accompany you on a tour to test water resources in the area. Include a visit to swimming pools, fishing ponds, streams, drainage ditches, etc.

CONCEPT: Variety, Interrelationship, Interaction, Adaptation
AREA: Matter and Energy, Earth and the Universe, Living Things
PROBLEM: To establish proof that the ocean is a valuable resource and to identify life cycles in the ocean environment.

CAREER AWARENESS: **Recreation, Tourism.** Invite a fisherman to show gear used for ocean fishing as well as that used for freshwater sports. Talk with a scuba diver to find out what he does. Invite a marine biologist to show slides and exhibits of sea inhabitants.

CONCEPT: Interaction
AREA: Matter and Energy
PROBLEM: To investigate the properties of light and its interaction with matter.

CAREER AWARENESS: **Recreation.** Invite the school nurse to explain precautions for protecting the human body from exposure to too much sunlight.

CONCEPT: Adaptation, Interrelationship
AREA: Living Things
PROBLEM: To identify the ways in which plants and animals adapt to the environments of a wilderness, an ocean, or a desert.

CAREER AWARENESS: **Recreation.** Invite a scuba diver to demonstrate how he adapts to a water environment.

CONCEPT: Interaction, Change
AREA: Earth and the Universe, Matter and

Energy

PROBLEM: To develop skill in using the instruments of the weatherman.

CAREER AWARENESS: **Recreation, Tourism.** Establish a weather station. Assign students to read instruments and publish findings.

CONCEPT: Interaction, Variety, Change
AREA: Earth and the Universe, Matter and Energy
PROBLEM: To investigate the forces that are changing the surface and the interior of the earth.

CAREER AWARENESS: **Tourism.** Show films of glaciers, volcanoes, hot springs, and devastation by earthquakes. Collect information for a brochure or a tour guide. Invite someone who has visited a glacier or a volcano to describe their experiences. If there is a geologist who has done research at glacier or volcano sites have him describe living conditions there.

CONCEPT: Interaction, Time and Space
AREA: Earth and the Universe
PROBLEM: To identify other members of the solar system and the influence of their forces on the earth.

CAREER AWARENESS: **Recreation, Tourism.** Invite someone who has visited the Bay of Fundy (or other places where the tidal bore is evident) to describe the experience. Discuss how the tides affect one's reaction at the shore.

CONCEPT: Variety, Change, Interaction
AREA: Earth and the Universe, Living Things
PROBLEM: To identify the climates and determine their effect on living things.

CAREER AWARENESS: **Tourism.** Show travelogues of visits to different climates. Describe the type of training that a tour guide operating in these regions would require.

CONCEPT: Interaction
AREA: Matter and Energy
PROBLEM: To use commonly available material to construct musical instruments.

CAREER AWARENESS: **Recreation, Amusement** and **Entertainment.**
Recipe Book developed by ESS (Elementary Science Study of Educational Developmental Center, Inc.) to build instruments for a classroom band.

EXPLORATION

Level IV

In the middle school the problem of infusing career education for leisure occupations into the science curriculum involves providing opportunities for students to explore through related science activities a variety of careers in the leisure field. Based on career possibilities in the leisure field, a sample of occupations has been selected as examples.

The format of this section lists the science topic (in capital letters) and the career(s) being emphasized. Details of the implementation are left to the teacher since they are dependent on skills of the staff, student interest, and community resources.

GEOLOGICAL FEATURES OF THE LOCAL REGION

A tour of the local area to study geological features provides opportunity for planning which would include many of the leisure occupations. A presurvey of the area to be visited should be made by a committee of students and staff to learn what the expected highlights of the trip will be. This orientation trip should be made in the company of a geologist who is familiar with the region.

Once information about the area has been gathered, details relating to the trip may be assigned to students representing the various tour specialists. Possible assignments might include:

1. Tour line manager - make the bus arrangements.
2. Tour guide instructor - prepare the running commentary to be used during the trip.
3. Sightseeing barker - communicate with the tourists regarding places of interest on the tour.
5. Tour Hostess - plan the seating on the bus and arrange for the comfort of the passengers.
6. Tourism publicity writer - prepare a press release regarding the tour.

This list can be expanded to include other tourism occupations.

TIME BELTS

Travel Agent, **Information Clerk:** Make a study of time belts around the earth. Collect and interpret plane schedules to all various points.

SCIENCE GAMES AND PUZZLES

Amusement Page Editor: Develop a series of science games and puzzles for publication in the school or class paper.

SCIENCE-RELATED COMMUNITY RESOURCES

Guide Book Editor, Newspaper Tourism Feature Editor: Make a survey of science-related community resources. Prepare a guide book giving brief details about these resources. Prepare a tourism feature for the school paper based on a science-related community resource.

HEREDITY AND ADAPTATION

Jockey: A study of the human body and inherited

characteristics points up the fact that there is a place for all types of body builds. Emphasize the size factor for a jockey. Collect statistics on physical measurements of jockeys. Investigate ways that jockeys use to keep weight at a minimum.

ANIMAL TRAITS

Jockey and **Sulky Driver, Equestrian, Rodeo Performer, Show-Horse Rider.** Discuss the different gaits of horses. Identify the distinguishing characteristics of different breeds of horses. Invite a sulky driver to describe his job. If the students are riders, hold a horse show. Shw film of a rodeo.

LIGHT, PERSISTENCE OF VISION

Motion Picture Work: Investigate the workings of a movie camera and a movie projector. Determine the principle by which still pictures appear to move. Film a field trip and edit the results. Film captions to splice into the film.

SAFETY

Cartoonist: Have students use a cartoon approach in preparing safety posters for the laboratory.

FISH

Fishing Lure Designer, Fish Management: Report on different fish characteristics and habitats. Invite a fly-tier to demonstrate his skill and explain the type of lure to use for different species of fish. Visit a fish hatchery. Participate in a fishing derby.

ROCKS

Sculptor, Craft Souvenir Artist: Identify types of rocks needed for sculpturing. Describe physical properties of rocks that necessitate the procedure that the sculptor uses. Invite a sculptor to demonstrate his art. Invite a lapidary to demonstrate his skills.

ACTION-REACTION, LEVERS

Athletics and **Sports:** Make a study of examples of action-reaction in sports. Identify an application of the lever in the use of sports equipment.

TREES

Forestry Management, Resource Conservationist: Visit a lumber camp. Participate in a reforestation project. Collect samples of different types of wood. Identify uses of woods with specific properties.

ECOLOGY

Park Naturalist, Nature Interpreter: Visit a nature center and observe the work of naturalists. Make slides of natural sights and prepare a talk to accompany the slides. Conduct a conservation hike. Make a study of bears and their habits. Prepare a report on safe practices in a park.

RESIDENCE CAMPING

Camp Counselor, Camp Director: Arrange for an overnight camping trip. Appoint students as junior counselors to work with camp counselors. Assign students to plan the recreation for the overnight trip.

METALS AND THEIR PROPERTIES

Jewelry and **Flatware Designer, Ornamental Metal Work Designer:** Demonstrate methods of etching on metals. Identify properties of metals that make them suitable for use in jewelry, flatware, etc.

DENSITY AND BUOYANCY

Marina Manager: Investigate the physical considerations which must be taken into account when designing a marina. Build a model of a marina showing its relationship to the feeding waterway. Visit a marina.

MACHINES

Amusement Manager: Build a model of an amusement park identifying the simple machines involved in the structures. Visit an amusement park to observe the use of simple machines.

SOUND, MUSIC

Musical Entertainer: Match the types of musical instruments with known entertainers. Determine the physical attributes needed to play various types of instruments. Determine the relationship that exists between the composition of the instrument and the quality of the sound it produces. Listen to recordings of orchestras for the purpose of relating the production of sound to the production of music.

SAND

Public Beach Manager: Identify ocean resorts having sandy beaches. Describe the natural forces at work on a sandy beach. Indicate ways that man has used to overcome the destruction of beaches. Recommend ways of handling people problems on the sandy beach. How do sandy beaches benefit man?

SKILL DEVELOPMENT

Level V

To infuse the secondary science curriculum with experiences in the leisure field, three things should be kept in mind.

1. Many experiences are generic in that they can be related to more than one career field or occupation. A number of the following examples are of this nature.
2. To include leisure occupations experiences in a high school curriculum, flexibility of scheduling is imperative.
3. Short-term electives can enable a student to sample a variety of career experiences during his high school years.

There are several avenues open for a science teacher to provide students with career-related experiences. For example, operating the science laboratory might provide the following experiences.

STOCKROOM MANAGER

Skills to be developed: Obtaining and maintaining adequate inventory of materials and supplies, organizing the storage of equipment and supplies, accurate counting and record-keeping, assessing needs and recommending purchases, safe storing and disposing of dangerous materials, developing policy and procedures for in-and-out flow of materials.

LABORATORY AIDE

Skills to be developed: Preparing solutions, setting up stations, returning equipment, following labora-

tory procedures, understanding and practicing safety measures.

SAFETY ENGINEER

Skills to be developed: Developing safety rules, caring for dangerous materials, protecting visitors, enforcing proper use of safety equipment, inspecting safety materials and hazardous equipment, maintaining first-aid kit, coordinating with health-room personnel, recording details of accidents, enforcing storage security, and assisting in disposal activities.

AUDIO-VISUAL OPERATOR

Skills to be developed: Operating a variety of audio-visual machines, preparing projection material, using graphic arts, operating videotaping equipment, equipping study carrels, developing slides and movies, processing film, photographing.

ANIMAL ATTENDANT

Skills to be developed: Caring for aquaria, maintaining sanitation and protection, feeding and grooming animals.

GREENHOUSE MANAGER

Skills to be developed: Experimenting procedures, decorative planting, pruning, arranging, landscaping, potting, replanting.

PLANETARIUM ASSISTANT

Skills to be developed: Arranging of planets to correct sky positions for date and hour, positioning auxiliary projectors, operating and positioning slide projectors, making special effects equipment, using electric motors, taping sound effects.

By using the short-term elective, many career education choices can be made abailable to the student. These electives may require one or two marking periods or a full year of the student's time. Before these career electives can be established it will be necessary to survey the needs of the student to determine his interest. It will also be necessary to identify instructional talent available for preparing and presenting these short-term electives. Examples of possible electives follow.

ART AND SCIENCE

A student skilled in the arts and interested in astronomy, geology, topography, map-making, or natural science may wish to combine his talent and interest to become an illustrator for tourism publications.

ENVIRONMENTAL ANALYSIS

With the current concern over the state of the environment, students may gain career experience by analyzing conditions of the water, air, and land, presenting their findings in the form of graphs and tables. This can be related to recreational use of environments.

On-the-job training may be provided through the efforts of the local Air and Water Resources organization or similar public groups whose function is to preserve the environment.

In connection with the annual observance of Earth Week those who are dramatically inclined may combine drama and scientific investigation by preparing and presenting a science-based performance designed to inform the public about environmental problems, wise environmental use and enjoyment. This performance could incorporate dance, music, set-designing, and costuming, as well as other facets of drama production.

NATURE INTERPRETATION

A career education elective stemming from a course in ecology is one in which the participant receives training in interpreting nature. In order to provide a broad experience, this course should include the study of a variety of environments. An interpretative naturalist needs to understand the woodland, the desert, both salt and fresh water communities, and the mountain environment as well as the plains.

Animal identification is another skill that the interpretative naturalist needs. Bird watching can provide experience in identification of birds by sight and/or sound. In some areas there are naturalist clubs that can serve as a good training ground for the student interested in a career of interpreting nature.

THE SCIENCE OF SPORTS

For those whose interests lie in the world of sports, a career education course in the science of sports may have merit. A sport enthusiast may wish to study ways in which the efficiency of action-reaction phenomena can be increased. In cases of sports involving missiles, the nature and composition of the missile can be examined. For sports which rely heavily on muscle-coordination, ways of getting the maximum use from the human machine can be stressed.

Sports coupling man with a machine present the opportunity to study ways of increasing the output of the machines. Sports which depend on an animal's performance can be explored from the standpoint of what characteristics and training are needed to win the contest.

THE GROWTH CYCLE

A person entering the leisure career field will be dealing with people. It is essential that he learns what makes them "tick." For this reason an elective in the growth cycle could provide a valuable background for career experiences. A course of this type would include the basics of child development from infancy to maturity. In addition, the physical problems of the middle years and of senior citizens should be considered. Field work in this career-related subject could be gained at a child-care center, at a juvenile home, and at a senior citizens' center.

THE WORLD AND RECREATION

Students having interests in earth science and

recreation may elect a course that emphasizes the relationship between physical location and the form of recreation that prevails. In addition, this course would include the compensations which a person would have to make when he participates in an environment to which he is not accustomed.

World recreation ranges from the depth of the ocean to outer space. The deep-sea diver, the explorer of the coral reef, the spelunker, the desert racer, the mountain climber, the parachutist, the glider pilot, the man who walks in space are recreational specialists who need to know the forces that their area of operation will exert upon them.

Chapter IX

The Social Studies And Leisure Occupations

Suggestions for infusion of information on leisure occupations into the existing social studies curriculum presented in this chapter have been organized by developmental phases: awareness, exploration, and skill development. Also, the suggestions have been broken down into illustrations under the classifications of classroom methods, extra-class experiences, and content examples. No attempt has been made to identify specific grade levels or academic disciplines such as political science, economics, or history. The suggestions and the sample units are resources for the teacher or curriculum worker who is refocusing the social studies on leisure career information.

AWARENESS

CLASSROOM METHODS

- Acquaint students with school personnel in the leisure career area: e.g., physical education, music education, and art education teachers.
- Encourage appreciation of abilities and accomplishments of others by recognition of minority-group members in entertainment and athletic fields. Use television programs and athletic events.
- On an outline map of the community have the students mark places of recreational interest: e.g., parks, museums, playgrounds.
- Have students make a chart showing ways by which people earn a living. Include tourism and recreational workers.
- Have students make a mural showing important recreational activities of the community.
- Have students make a bulletin board display of recreational and tourism careers in the community.
- Have students make a map showing the major recreational facilities of the state: e.g., parks, lakes, forest preserves, beaches.
- Have students write reports on principal occupations of a geographic region including recreation and tourism occupations.
- Take students on field trips to recreation and tourist attractions in the community to see leisure workers functioning in their jobs.
- Invite athletic and entertainment personnel to take part in career day at the secondary school so students will be able to talk to them about their careers.

EXTRA-CLASSROOM ACTIVITIES

- Have students report on holiday activities such as musical programs, plays and special athletic events.
- Encourage students to tell the class about family activities such as going to baseball games, on camping trips and vacations.
- Have students talk about entertainment workers that they see and hear on television, radio, or in the movies.
- Take students on a school-sponsored field trip to a rodeo, circus, or museum.
- Give support to out-of-school activities that develop special student talents: e.g., music lessons, athletic teams, drams groups.
- Encourage students to participate in community events: e.g., historical pageants, parades, music festivals.
- Promote extra-class travel: e.g., European summer tours, special Spanish Club trips to Mexico, visits to cultural centers.
- Encourage students to visit local library displays of materials on careers.
- Encourage students to view special television programs on careers.
- Encourage students to participate in career fairs sponsored by such groups as the Chamber of Commerce.

EXAMPLES OF CONTENT

- At elementary level use widening circle concept in planning curriculum. Use school and community in developing the curriculum.
- Study occupational specialities of people in the school and community.
- Introduce the economic concept that people earn income by providing services to others. Include recreational workers in illustrations.
- Include units such as "Workers Who Help Us Play" and "Workers Who Help Us Travel." Include motion-picture people, park rangers, professional athletes, circus people.
- Present special recreational occupations that are found in your community and state: e.g., deep sea fishing in Florida, skiing in Colorado, surfing in California, ice-fishing in Wisconsin.
- Point out the importance of the cultural aspects of a historical period. Identify writers, musicians, and artists of a period.
- When studying historical periods emphasize what people did to enjoy themselves.
- In the upper elementary grades point out the changing life styles of our society with workers having greater amounts of leisure time with each decade of the twentieth century.
- Unit on careers should be included in curriculum of the upper elementary grades.
- Have a local education television station run a series on recreational occupations.

EXPLORATION

CLASSROOM METHODS

- Show movies of specific leisure occupations.
- Have students read stories about jobs in the leisure field.
- Have students role-play activities of jobs in the

leisure field.
- Have students develop a bulletin board on local tourist jobs.
- Have outside speakers come to the class and talk on leisure occupations.
- Have students write reports on specific jobs in recreation, hospitality, and tourism.
- Develop a library corner in the classroom on careers. Include recreation, hospitality, and tourism occupations.
- Develop mini-courses on careers so that students may study them on an individualized basis.

EXTRA-CURRICULUM ACTIVITIES

- Have students take field trips to observe workers in leisure occupations.
- Develop videotapes of leisure occupations.
- Have students work as playground volunteers at school.
- Encourage students to work as volunteers on community recreation projects.
- Have students work as guides for a school or community tour.
- Have students take part in school entertainment production: e.g., dancing, singing, playing an instrument, acting.
- Encourage students to carry out a scouting project on camping, wild animal life, forestry.
- Encourage students to participate in a community art, music, or drama activity.
- Encourage students to participate in community or school athletic activities.
- Encourage students to do volunteer work for a community event: e.g., a parade, pageant, fireworks display, or athletic event.
- Encourage students to do volunteer work for the development of a special community recreational facility: e.g., a golf course, swimming pool, campsite, park, or museum.
- Have students act as volunteer workers in local tourist attractions (such as a travel center) as tour guides, museum guides, or nature-trail guides.

EXAMPLES OF CONTENT

- Develop a unit on leisure occupations.
- Have students select an occupation and investigate its possibilities as a career.
- In the study of geography include the recreational aspects of the regions and countries being studied.
- In the study of civics include local, state, and national recreational needs and provisions for them.
- Have local educational television run a series on leisure occupations for use as a resource for classwork.
- Plan and carry out a career day as a class project.
- Include cultural history with a stress on entertainment in the historical periods.
- Use films describing specific occupations as part of class work.
- Have a student team present on oral report on a specific leisure occupation.

SKILL-DEVELOPMENT

CLASSROOM METHODS

- Have students do a project on an occupational area: e.g., communication, tourism, transportation.
- Have students do independent study on a leisure occupation: e.g., radio announcer, travel agent, choral director.
- Accept some types of work experience as meeting part of course requirements in such courses as Senior Problems, Modern Problems.
- Introduce senior credit for work study in areas not commonly found in existing work-study programs: e.g., museum assistant, playground supervisor, day-camp counselor, swimming instructor, travel clerk.
- Have students develop materials in class to use on work-study jobs such as museum assistant, tour guide, tour center information clerk.

EXTRA-CURRICULAR ACTIVITIES

- Arrange part-time jobs in local agencies: e.g., theatre usher, golf course attendant, recreation aide, travel clerk.
- Arrange summer employment in leisure jobs: e.g., park employee, life guard, motel clerk, waitress, playground leader.
- Encourage participation in special summer programs for talented students: e.g., music camps, drama camps, coaching camps, art institutes.

EXAMPLES OF CONTENT

- Provide for senior year field experience tied to a social studies course: e.g., work as a tour guide or a museum assistant as part of American History.
- Include Career Planning Unit in senior social studies course.
- Provide for independent study in leisure occupations.
- Have students identify and develop a community historical site as a class project.

SAMPLE UNITS

The illustrative units that follow are brief outlines of content which can suggest certain sub-topics to be included with a unit. No attempt has been made to organize these sub-topics, list appropriate activities, give suggested methods and procedures, or include evaluation. These matters have been left to the creative endeavors of local curriculum workers and teachers.

Curriculum workers may also wish to outline the many possible mini-units which can be infused into the existing social studies program. Considerations should also be given to career education goals in general and coordination with units and materials in other career fields.

"WORKERS WHO HELP US PLAY"
UNIT OUTLINE--PRIMARY

CONCEPTS

- Man's life has been made happier by recreation and entertainment.

- People who provide leisure services are making an important contribution to society.
- When a community provides a service such as a park for recreation, individuals pay for the community service through taxes.

OUTLINE:

I. Movies
   A. What is a movie?
   B. What people work to make movies possible?
   C. How can you have a good time at a movie?

II. Parks
   A. What do the park rangers do?
   B. Who do the parks belong to?
   C. How are parks cared for?
   D. How are parks enjoyed by all?
   E. Where are the parks in our city, state, and community?

III. Museums
   A. What is a museum?
   B. How are museums cared for?
   C. What can you find in a museum?
   D. What did you see and do on our trip to the museum?

IV. Community Recreation
   A. Where can you have fun in our community?
   B. What can you do at the recreation center?

V. Musicians
   A. What do musicians do?
   B. Where can you hear them?
   C. How can you enjoy a musical program?
   D. Do you know any musicians?

"WORKERS WHO HELP US TRAVEL" UNIT OUTLINE--PRIMARY

CONCEPTS:
- Travel is a major recreational activity.
- Travel is essential to good communication among people.

OUTLINE

I. The Airport
   A. Who works at the airport?
   B. What do workers on the ground do?
   C. What do workers in the airplanes do?
   D. How do airport workers dress?
   E. What job would you like to do at the airport?

II. The Train Station
   A. Who works at the train station?
   B. What do workers in the station do?
   C. What do workers on the train do?
   D. Where can you eat, sleep, and dress on a train?
   E. Where can you have fun on the train?
   F. Where can trains take you to have fun?

III. The Bus Station
   A. Who works at the bus station?
   B. How do workers in the station help the travelers?
   C. What skills does the bus driver need?
   D. Where can you go on a bus to have fun?

IV. The Service Station
   A. How do service station workers help you when you travel?
   B. What skills do service station workers need?
   C. How do these workers dress?
   D. How would you act if you worked in a service station?

LEISURE OCCUPATIONS UNIT OUTLINE -- Junior or Senior High School

OBJECTIVE

The objective of this unit is to acquaint students with the world of work. It is designed for the student who will be seeking employment upon graduation or pursuing additional career training.

OUTLINE (The text, *Planning My Future*, is suggested.)

1. You and the World of Work
2. Fields of Work (This will include leisure occupations)
3. Self-Appraisal
4. Selecting a Field of Work
5. Planning your Preparation for Field of Work

PROJECTS

1. To supplement the study of the text, field trips are taken to various local employers. Library reports are required on particular industries or products prior to each field trip. Follow-up conducted after each field trip includes reports summarizing the industry and a test. Possible leisure industries for field trips are:
   a. State park
   b. Golf club
   c. Riding academy
   d. Professional football, basketball, or baseball team
   e. State fish hatchery
   f. State conservation office
   g. Ski resort
   h. State or city museum
   i. Television station
   j. Community organization
   k. Theatre in a large city
   l. Race track
   m. Travel agency
   n. Guest ranch
2. An occupational research report on each student's career choice is required for the unit.
3. A role-played interview with a local leisure employer is conducted as a climax to the unit.
4. Various speakers present information to the class. A local employer-manager talks to the class on local job opportunities.

Chapter X

Guidelines For Implementation Of A Leisure Occupations Program

The implementation of a program of career education or more specifically, the leisure occupations, requires careful preparation. Since it is based upon a philosophy that differs fundamentally from the philosophies of traditional curricula, a career education program cannot be implemented suddeny or by edict.

Typically, curricula have been developed independently of the occupational interests of the community because education has been considered separate and distinct from the world of work. It is true that in some secondary school programs, such as industrial arts and cooperative education, there has been limited but effective cooperation between the school and employers in the community. Nevertheless, it has not generally been considered advisable that these two apparently discrete areas should become partners, particularly below the senior high school level.

The concept of career education is slowly changing these ideas. It is now recognized by many educators and by some concerned people outside the school that more extensive cooperation is needed at all levels. This cooperation should not be restricted to a few specialized areas or include only a handful of businessmen on lay advisory committees in vocational education.

Few would argue with the rationale for bringing experts from various career fields into the classroom, or even with the rationale for providing students with learning experiences in the working environments of these resource people. When this same idea of student participation in the work world is extended downward to the junior high school, it begins to meet with skepticism. When the concept is extended further down into the elementary school, only a minority of educators and laymen have been receptive.

Yet what is needed is just such a marriage of the school to the world of work. A shotgun wedding will not suffice. Such a program cannot be forced upon unreceptive parties with any hope of success. It must have the acceptance and active cooperation of educators, students, parents, and the community as a whole if it is to succeed.

This chapter suggests guidelines for implementing a comprehensive leisure occupations program that uses the resources of the total community. While curriculum development and refocusing is a major component of the implementation process, it is not discussed here since it has been treated in other chapters of this guide.

I. GAINING COMMUNITY SUPPORT IS A PREREQUISITE IN THE IMPLEMENTATION OF A CAREER EDUCATION PROGRAM.

The success of an educational innovation is dependent on its acceptance and active support by the community. Public support is especially crucial to a program of career education because of its dependence upon community involvement. If the youth of a community are to become aware of occupations, explore them, and develop skills in them, many barriers between school and community will have to be torn down. A close relationship between the school and the community can promote community interest in the program, facilitate student exploration of the world of work, and serve to raise parents' aspirations and expectations for their children.

Such a situation does not come about spontaneously. Sound planning and attention to detail are necessary. Within the school system an individual skilled in community organization and public relations should be assigned the responsibility for coordinating a program to inform the community and gain its support. School officials, teachers, students, and community leaders should also contribute to this effort. Techniques which might be employed include:

1. Use of the local media including television, radio, and newspapers.
2. Preparation of news releases, feature articles, and editorials for publication through all available channels.
3. Talks and presentations before civic clubs, womens' clubs, PTAs, and other community organizations.

As community awareness and support develop, the board of education and administration may wish to formalize their intent by adopting a resolution as an official statement of policy. Such a resolution would serve as the basis for the planning, development, and implementation of a comprehensive program of career education. A sample resolution appears on page 58.

II. THE IMPLEMENTATION OF CAREER EDUCATION WILL REQUIRE COMMUNITY INVOLVEMENT THROUGH ADVISORY COMMITTEES OR COUNCILS AND OTHER TECHNIQUES.

If the community is to become a classroom and the school is to be a vital part of the community, then advisory committees (and other modes of community involvement) must become an essential part of the organizational structure. There is extensive literature on the subject of involving the community

SAMPLE RESOLUTION FOR CAREER EDUCATION

The Board of Education of the_____
School District believes that:

All students should be prepared for career placement in order to become self-fulfilled, productive, members of society and that;

Each student in the district should be prepared with occupational skills to enter a career field of his or her choice upon leaving school or that:

Each student in the district who chooses to continue his or her education should be prepared with the knowledge and skills necessary to enter a post-secondary program in pursuit of further career preparation;

Therefore, be it resolved that:

The Superintendent of Schools be authorized to plan, develop, and implement a comprehensive career education program as an integral part of the District's educational program.

and of utilizing community resources. Numerous educational authorities over the past four decades have advocated a community-oriented curriculum.

Many educators overlook the rich educational resources in the community and environment surrounding the schools. Pupils come in contact with these resources constantly, yet the schools often fail to recognize that these are actual learning experiences. If the curriculum is to stress those things which promise most transfer, the importance of community resources must be recognized. These rich resources should be utilized in the learning process by providing for real-life experiences.

The establishment of advisory committees or councils can provide the vehicle for bringing about the high degree of community involvement so necessary to the success of a career education program. The broad functions of the advisory committee might include the following:

1. Take the lead in gaining a commitment for career education from the community.
2. Serve as the vehicle for getting the community involved in a total school-community effort.
3. Serve as the liaison between the school and the community, especially potential employers in the community.
4. Perform such duties as the school administration may from time to time request, such as providing suggestions for further program implementation and expansion.

Depending upon the size of the community to be served, the coordinating committee should consist of from seven to fifteen members. As nearly as possible, these members should represent all segments of the community--the professions, industry, labor--including as many occupations as possible. It will be the ultimate responsibility of the school administration to select the members of this body after consultations with business and civic groups. The committee should be politically nonpartisan.

If the community is to be a partner of the school in the development and operation of this career education program, it should have some voice in its organization and direction. The ultimate responsibility for the conduct of the schools remains with the school board and administrators and they will have to make the final decisions about organization, curriculum, and operation. Nevertheless, the more active the advisory and coordinating committees are encouraged to be, the greater the chances of success of the program. The committees should be familiar with the curriculum materials in use or in process of development. While it may be useful for the committee to direct attention to current needs in the curriculum, it should present these as suggestions to the administration's curriculum planning section.

III. THE IMPLEMENTATION OF CAREER EDUCATION SHOULD BE BASED UPON AN ASSESSMENT OF LOCAL OR REGIONAL NEEDS AND CONDITIONS.

It is essential that an initial step in career education program development be an assessment of local resources, manpower needs, and community conditions. A detailed survey is necessary so that the needs of both the students and the community will be met. The scope of the survey will depend upon the size and resources of the school district or the individual school undertaking the survey. Where comprehensive programs are to be inaugurated in large districts, it may be necessary to have several surveys of different areas, rather than one cumbersome, unworkable survey that is not geared to differing needs within the district.

The survey questionnaire should be designed to yield the following information:

1. The extent and nature of leisure occupations in the community, their proportion to other career fields, and their contribution to the economy of the area.
2. Present availability of jobs and predicted future needs.
3. Identification of individuals, firms, and public and private agencies as possible sources of information, speakers, consultants, and resource persons. This list will include, for example, local and state agencies, executives of companies in the leisure field, representatives of chambers of commerce and other promotional groups, hotel associations, park and recreation directors, etc.
4. Identification of those firms and organizations that are willing to assume any or all of the following obligations:
   a. Employ high school graduates full-time.
   b. Employ high school students part-time as participants in cooperative education programs.

c. Involve other students as volunteers.
d. Participate in junior high school work experience programs.
e. Cooperate in arranging for visits by student groups.

The survey can be a cooperative effort of the school and advisory committee (or other community organizations). The composition of the survey team should include educators, parents, employers and the students themselves. The questionnaire should be tested on a sample of the community before the survey is conducted.

Specific arrangements should be made for collecting the survey data. Students might participate as a class project. It may be necessary for the school administration to provide released time for teachers who work on the survey teams. Brief orientation sessions for survey workers should impart two basic principles:

1. The information requested is important, but of prime importance is creating an atmosphere of cooperation and enthusiasm among the concerned organizations and individuals. The researchers should be salespeople and promoters of career education.
2. Techniques for acquiring the desired information as quickly and efficiently as possible should be outlined so that investigators will not impose unduly on the time of the respondents.

Once the data have been gathered, the way they are organized and presented will depend upon several factors: (1) the size of the community surveyed, (2) the financial resources available, (3) the degree of elaboration and sophistication desired, and (4) the research skills of the personnel available. The resulting document should be intelligible to all educators and the lay community. While it will not be necessary to present the entire document to the public, certain parts of the survey should be made public. Brief abstracts could show the local need for career education and point out the occupations that should be included in the program.

A cataloging of presently available part-time and full-time jobs, however, is only part of the task. Perhaps the best second step after surveying current local needs and resources is to utilize the continuous manpower projections provided by the U.S. Department of Labor. Other sources for manpower projections include the U.S. Chamber of Commerce, labor organizations, and national organizations primarily concerned with vocational or career education. This step is necessary because the population is quite mobile--students trained in one location may eventually work in another.

IV. IMPLEMENTATION OF CAREER EDUCATION SHOULD EMPHASIZE STAFF DEVELOPMENT.

The key to success in implementing an innovative curriculum lies in well planned and executed staff development efforts. Workshops, seminars, and institutes should occur at the pre-service and in-service levels. It is important that staff development be an on-going process rather than a one-time only experience. It is also important that a wide range of resources be made available for continuous personal development.

By and large, the formal preparation of teachers has been extremely lacking in information about the world of work. Furthermore, the background of most teachers does not usually include the kind of experiences that would inform them about careers. It is to be expected, then, that most teachers will not voluntarily climb aboard the career education bandwagon. Unprepared to teach about the world of work, they will need training in this area. They will also need to be convinced of the merit of the concept.

Universities have recently begun to offer courses in career education for pre-service teachers. Most of these courses train teachers in career education broadly conceived, rather than in a single career field. This broad basic knowledge of all the occupational clusters is a necessary prerequisite if the teacher is to present one cluster of occupations in its proper frame of reference.

In addition to offering courses in career education per se, many colleges of education are beginning to emphasize career education in methods of instruction courses in mathematics, science, social studies, language arts, and others. It would appear that students now beginning their teacher training are likely to be informed of the basic concepts and some of the techniques of the emerging program of career education.

Teachers already in the profession will need practical training, however. Every school or school system will approach this problem of in-service training for career education in a different way according to its available resources. Several possible alternatives are listed here:

1. *Workshops and Conferences*
   Organizing for workshops may be accomplished in many ways by the school systems. System-wide workshops may be too large to provide a good teacher-learning situation. The school system may decide to develop a small corps of teacher specialists to assist local school faculties in studying the career education concept and implementing a curriculum. The specialists can travel to two or more schools to assist the teachers in the development of their program. In the secondary school the chairman or a representative from each department may be trained and then form a team to stimulate career education.
2. *Graduate Courses*
   Education courses at the graduate level are beginning to reflect the mounting interest in career education, and this trend may be expected to grow. School systems may work cooperatively with nearby institutions of high-

er learning to arrange for training of career education specialists and groups of teachers.

3. *Educational Resources Information Center (ERIC)*
   As with other Office of Education materials, career education reports and monographs are available nationally through ERIC.
4. *Professional and Service Meetings*
   State, regional, and national education meetings offer opportunities for local leaders and teachers to attend addresses and presentations on career education.
5. *Professional and Service Journals*
   Those involved with career education should be familiar with articles in professional journals and other publications.
6. *Consultations*
   Competent resource persons should be used as consultants when feasible.

In many communities cooperation between education and industry has been increasing and mutual benefits have resulted. The last two decades have seen the formal organization of Industry-Education Councils--independent organizations at state, regional, and local levels--serving as a link between industry and education. The oldest such organization is the National Association for Industry-Education Cooperation (NAIEC), organized in 1949 in cooperation with the National Science Teachers Association. NAIEC publishes a quarterly newsletter and its Community Resources Workshop Committee provides assistance upon request to any community group that wishes to organize and develop one of these workshops.

The resources of such organizations at the local and regional levels, serving as a link between industry and education, can help ensure a sustained and collaborative effort between schools and industry, providing a continuous forum for representatives of business and industry to discuss mutual interests.

V. THE IMPLEMENTATION OF CAREER EDUCATION SHOULD OCCUR WITH CONSIDERATION OF THE RELATIONSHIP OF NATIONAL, STATE, AND LOCAL LEVELS IN TERMS OF MANPOWER NEEDS AND RESOURCES.

Although consideration (and assessment) of local needs and resources is of primary importance in implementing career education, it is essential that the state and national levels not be overlooked. One reason is that a large part of the responsibility for financing school programs has shifted to the state and national levels. The state and national governments represent a major resource for career education. Another reason is the mobility of the population, which makes it imperative to consider state and national manpower trends.

VI. THE IMPLEMENTATION OF CAREER EDUCATION SHOULD UTILIZE A TEAM APPROACH TO INSTRUCTION WHENEVER POSSIBLE.

The career education concept--and the material available in each of the occupational clusters--will be new to many teachers. The difficult task of organizing the vast array of materials, information, and experiences can perhaps be best accomplished through a team-teaching approach.

VII. CERTIFICATION AND LICENSING POLICIES AND PROCESSES SHOULD BE EVALUATED AND REVISED AS A RESULT OF THE EMERGING CAREER EDUCATION CONCEPT.

The massive changes beginning to occur in occupational preparation will bring attention to traditional certification and licensing procedures. Efforts should be made to emphasize **qualified** rather than **certified** or **licensed** personnel.

VIII. THE IMPLEMENTATION OF CAREER EDUCATION SHOULD PROVIDE ADEQUATE PROVISIONS FOR ACCOUNTABILITY.

Program evaluation serves many purposes. The process perhaps can best be defined as the gathering of information about the effectiveness of educational programs for the purpose of making and justifying decisions. It should take place at various stages of program implementation. **Formative** evaluation can be conducted at intermediate stages of curriculum development, allowing adjustments and changes to be made. **Summative** evaluation represents efforts to obtain an overall assessment so that more general conclusions concerning program effectiveness can be made.

Career education will stimulate the development of many new program components. Curriculum developers, teachers, students, and the community will need to know if goals and objectives are appropriate, if materials and methods are suitable, and if students are achieving the aims of a program. Funding and community support will depend very much upon the ability to communicate the effectiveness and appropriateness of the program.

The following evaluation plan is given as one means of determining program effectiveness. It is not specifically designed for a career education program but rather is applicable to any subject or program into which career education is being infused.

OBJECTIVES OF EVALUATION

The objectives of the evaluation phase of a program could be as follows:

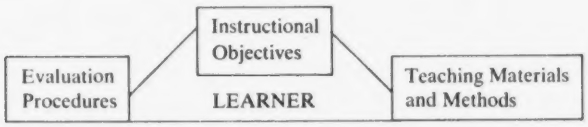
1. To determine the degree to which curriculum activities in each program are appropriate for each class group.
2. To determine the degree to which students are able to master stated instructional objectives.
3. To determine why students fail to show desired increments in learning in those activity areas where low levels of growth are observed.
4. Given the test results, to make recommendations that would produce desirable changes in each program area.
5. Given the results of the total evaluation effort, to make a final determination (at the con-

clusion of the program) of the effectiveness of the program.

An instructional systems approach can provide a plan for the evaluation strategies used in a program. It may be assumed that the basic or interelated components of an instructional system are:

1. The instructional (behavioral) objectives.
2. The instructional materials and procedures (processes).
3. The evaluation procedures.

Assuming the particular learner(s) is basic to all three components, the interrelationships of the three components can be graphically described as follows:



The logic of this approach is that the objectives should provide the basis for choice of teaching materials and methods and the means by which student learning should be measured. The evaluation data may then be used to increase the effectiveness of the instructional program the next time it is implemented. If a systems approach is used, the evaluation must be criterion referenced; each test item must be relatable to some specified criterion. In the plan described above, the criteria are the instructional objectives.

An important aspect of this plan for evaluation is the use of the concept of mastery learning. This concept is concerned with the establishment of a standard of acceptable performance and with providing the necessary conditions for the learner to reach that standard. For example, mastery may be defined as seventy percent passing. That is, if seventy percent of the students are able to pass an item, the class is assumed to have mastered it. This is an arbitrary standard against which program effectiveness can be evaluated.

A pretest/post-test design can be a convenient--and appropriate--means of organizing the evaluation procedures. The change in scores from pretest to post-test will provide data for judging the effectiveness of a program.

The pretest alone can also supply information concerning the appropriateness of a program as it is defined by the test items. If the pretest scores were unusually high (fifty percent success or higher), it can be assumed that the material is already familiar to many of the students and that the content of the program should be revised. If the pretest scores are low (less than fifty percent success), they provide at least one indication to the instructor that the objectives have not yet been mastered and the program will be useful.

Pretest and post-test data may be used to determine the mastery of level of each item, and also to examine the appropriateness of a program. For example, a low performance on the pretest and post-test suggests that the program is inappropriate or ineffective in some way.

Inferential statistical tests based on the t-test, f-test, or similar procedures are most useful when the objective is to determine whether observed differences are reliable or due primarily to chance factors. These tests are also greatly affected by factors such as sample size and the availability of the test scores within each of the samples.

There appears to be a growing belief among many evaluation specialists that determining statistical significance does not provide essential data in judging the effectiveness of a program. More important factors are knowledge of student ability levels, previous experience with student performance, and characteristics of the measuring instrument and its ability to detect changes caused by the instructional program.

It seems far more appropriate, therefore, to use descriptive rather than inferential statistics in the interpretation of evaluation data. An important step in the evaluation design is an item analysis of pretest and post-test results. The total score on an achievement test can only report whether an individual knows a little a moderate amount, or a great deal about whatever the test purports to measure. An analysis of specific items on a test can be used to diagnose strengths or weaknesses in a student's learning and strengths or weaknesses in an instructional program.

An item analysis is usually a computation of the percentage of students who passed each of the items (the difficulty index) and the examination of the results for areas of high and low performance. The item analysis procedures also usually provide the instructor with a discrimination index for each item. This index is a correlation coefficient that summarizes the relationship between passing an item and achieving a high score on the total test. A good item should discriminate between high scores and low scores on a test. The discrimination index, however, is affected by extremely high or low difficulties, so it should not be interpreted until the difficulty level of an item has been established. Items with negative discrimination indexes should then be discarded or rewritten.

THE FIELD OF DATA

A satisfactory evaluation scheme should include the collection of a wide range of data. This range could include controlled observation, descriptive data from case studies, criterion-referenced measurement, measures of affective behavior, and product or performance judgments.

The nature of career education encourages diverse and imaginative evaluation techniques. It may often be appropriate to evaluate a student-made product or judge a student's performance on the job. In this case, a three-to five-point judgment scale, and multiple judges, can be an effective measurement tool.

Student attitudes toward the world of work--or toward particular occupations--may be more important than the informational or cognitive aspects of the evaluation.

Modified forms of the Semantic Differential or Likert Scale can provide valuable information in determining the effectiveness of a program in terms of student attitudes.

Most of the evaluation techniques mentioned above can also be conducted in a pretest/post-test design similar to that used for the criterion-referenced paper and pencil tests.

Footnotes

[1]Curti, Merle, *The Social Ideas of American Educators,* Littlefield, Adams and Company, Patterson, New Jersey, 1959, pp. 3of, cited by Edwin L. Herr, *Review and Synthesis of Foundations for Career Education,* The Ohio State University, Columbus, Ohio, 1972, pp. 13-14.

[2]Ibid., p. 15.

[3]Ibid.

[4]Dewey, John, *Democracy and Education,* The MacMillan Company, New York, New York, 1931, cited by Edwin L. Herr, *Review and Synthesis of Foundations for Career Education,* The Ohio State University, Columbus, Ohio, 1972, p. 15.

[5]Report of the White House Conference on Youth, Estes Park, Colorado, April 18-22, 1971, U.S. Government Printing Office, Washington D.C., p. 51.

[6]Hodgson, J. D., "Leisure and the American Worker," *Journal of Health, Physical Education and Recreation,* 43:88, March, 1972.

[7]Hawkins, Donald E. and Verhoven, Peter J., "Recreation and Park Manpower Needs: A Quantitative Analysis," *Educating Tomorrow's Leaders in Parks, Recreation and Conversation,* National Recreation and Park Association, Washington, D.C., 1967, pp. 11-16.

[8]Merrill Lynch, Pierce, Fenner and Smith Inc., *Leisure: Investment Opportunities in a $150-Billion Market,* 1968, p. 9.

[9]Taba, Hilda, *Curriculum Development Theory and Practice,* Harcourt, Brace and World, New York, 1962, p. 121.

[10]Ibid., p. 290.

[11]Ibid., pp. 387f.

[12]Ibid., p. 413.

Appendix A

Sample Job Descriptions

THERAPEUTIC RECREATION AIDE

GENERAL NATURE OF WORK

Assists in the conducting of scheduled recreation activities under the general supervision of the recreation supervisor;

Performs routine tasks of implementing and executing a planned or assigned program of activities;

Works (at the beginning leadership level) in a community recreation agency offering services to special populations;

Evaluation of performance is made through supervisory conferences, written reports, and on-the-job observation.

EXAMPLES OF TASKS

Helps to prepare schedules of day-to-day recreation activities with other staff and, when feasible, with participants;

Helps to plan, coordinate, and supervise the work of volunteers and other nonprofessional personnel (part-time leaders, etc.) and personally participates in special events such as field trips, social activities, and regular activities;

Maintains an inventory of recreation supplies and equipment, monitors checking out of equipment, and informs immediate supervisor when reordering of supplies is necessary;

Assists in teaching participants fundamental skills in activities such as sports, music, or arts and crafts;

Assists in the distribution of recreational materials, including refreshments, and in the clean-up operation after activity sessions;

Assists self-directed groups (e.g. clubs) to secure supplies, equipment, transportation, and meeting facilities;

Carries out special assignments and projects such as instructing participants on an individual basis;

Is often responsible for assisting in visitations for home-bound individuals to bring recreation to them;

Is often responsible for helping arrange transportation for some participants to and from their homes;

Attends lectures and participates in in-service educational programs and staff meetings;

KNOWLEDGE, SKILLS, AND ABILITIES

Working knowledge of the basic techniques, skills, and principles of the assigned activities and the ability to apply this knowledge to meet the needs of individuals and groups;

Ability to provide basic instruction in various activities;

Ability to work with both individuals and groups and to do so under supervision;

Ability to make minor repairs and adjustments on equipment;

Ability to follow oral and written instructions and to effectively communicate both verbally and in writing;

Ability to observe participant behavior and attitudes and report on them to supervisors;

A basic orientation to the psychological, social, and physical needs and potentials of participants from the special population served.

MINIMAL EDUCATION AND EXPERIENCE

A high school diploma or equivalency.

Preferably some experience as a part-time leader or volunteer in a recreation program providing services to special populations.

RECREATION AIDE

GENERAL NATURE OF WORK

Does beginning-level work in program leadership at a recreation center or playground;

Assists in organizing and leading groups in a variety of recreation activities;

Serves as an assistant to the recreation leader and works under the general supervision of that leader or program supervisor;

Follows specific instructions regarding methods and procedures.

EXAMPLES OF TASKS

Assists in the issuing and collecting of recreation equipment and supplies;

Assists in the organization of a variety of recreation activities;

Assists in the teaching of various recreation activities;

Observes necessary precautions to secure safety of the participants and spectators;

Performs simple maintenance tasks and is responsible for the readiness of recreation facilities, supplies and equipment;

Attends lectures and participates in the in-service educational programs and staff meetings;

Maintains activity records and prepares reports as requested.

KNOWLEDGE, SKILLS, AND ABILITIES

Working knowledge of the basic techniques, skills, and principles of the assigned activities and the ability to apply this knowledge to meet the needs of the clients served;

Ability to provide instruction in various activities;

Ability to secure volunteers and to enlist the cooperation of both the volunteers and the participants in carrying out the designated program of activities;

Ability to stimulate interest in the program and to relate in a positive manner with both fellow employees and participants;

Ability to make minor repairs and adjustments on recreation equipment;

Ability to observe, record, and report program observations.

MINIMAL EDUCATION AND EXPERIENCE

Some high school education and some experience in leadership activities.

RECREATION ACTIVITY SUPERVISOR

GENERAL NATURE OF WORK

Supervises recreation leaders and volunteers;

Initiates and coordinates activity programs;

Is responsible for equipment, materials, and supplies;

Upholds general recreation policies and regulations.

EXAMPLES OF TASKS
Trains and familiarizes recreation leaders and volunteers with policies, responsibilities, duties, and facilities;
Initiates and helps plan programs with recreation leaders;
Schedules and coordinates activity programs;
Promotes and publicizes programs, special events, and related activities;
Keeps records of supplies and equipment and performs basic maintenance and re ıirs;
Sees that all equipment and facilities are used and cared for properly;
Evaluates all programs with recreation leaders to ensure that they are meeting the needs of participants;
Prepares (for recreation director) reports on programs and accounts for monies spent.

KNOWLEDGE, SKILLS, AND ABILITIES
Knowledge of department policies, programs, and personnel;
Knowledge of the instructional and leadership skills necessary for recreation leaders;
Ability to speak for the purposes of promoting interest in the programs offered;
Ability to supervise others, justify budgets, and evaluate programs;
Knowledge of techniques of personnel supervision and program implementation.

MINIMAL EDUCATION AND EXPERIENCE
A college degree in recreation and parks or related field plus some experience in the field.

DIRECTOR OF RECREATION

GENERAL NATURE OF WORK
Administers programs and supervises all personnel directly or indirectly;
Carries out established organization policy;
Evaluates and justifies programs;
Controls all expenditures directly or indirectly;
Serves as a liaison between the department and other public and private agencies.

EXAMPLES OF TASKS
Conducts studies of community needs and establishes responsive programs;
Employes qualified personnel to perform tasks required;
Controls all monies in the department and is responsible for wages, salaries, and all other expenditures;
Provides for the public board or governing agency a budget and its justification, and an annual report;
Supervises and ensures the proper functioning of those personnel directly under his jurisdiction;
Promotes and publicizes department facilities, programs, and purposes.

KNOWLEDGE, SKILLS, AND ABILITIES
Ability to communicate with groups and individuals;
Ability to supervise others tactfully;
Ability to make reports and budgets;
Ability to synthesize all programs and evaluate them as a whole;
Ability to deal effectively with problems and make decisions.

MINIMAL EDUCATION AND EXPERIENCE
A college degree in parks and recreation or related field. Substantial work experience at lower levels of responsibility.

LANDSCAPE WORKER

GENERAL NATURE OF WORK
Performs unskilled or semi-skilled gardening, forestry, and general landscape-maintenance work;
Follows specific instructions in regard to job assignment;
Performs heavy labor and custodial jobs.

EXAMPLES OF TASKS
Maintains grounds by cutting grass, raking, trimming, etc.;
Removes trees, bushes, etc., under supervision;
Replaces or cultivates trees, bushes, and flowers under supervision;
Treats diseased plants and protects plants against pests;
Performs basic maintenance and repair of facilities and for equipment.

KNOWLEDGE, SKILLS, AND ABILITIES
Ability to adjust to routine working conditions;
Ability to perform heavy, strenuous work;
Ability to follow oral and written instructions;
Some knowledge of how to care for plant life;
Ability to make oral or written reports on work completed or problems incurred.

MINIMAL EDUCATION AND EXPERIENCE
Some high school education and experience with gardening. Neither is absolutely necessary.

GREENSKEEPER

GENERAL NATURE OF WORK
Performs skilled supervisory work;
Is responsible for care and maintenance of golf courses and is often responsible for equipment;
Supervises full-time and part-time employees;
Work is reviewed by department or board.

EXAMPLES OF TASKS
Sets objectives, plans, organizes, and evaluates work in development and maintenance of golf courses during golf season;
Plans and carries out programs for control of weeds, insects, and plant diseases;
May assist recreation division in provision of golf instruction;

KNOWLEDGE, SKILLS, AND ABILITIES
Considerable knowledge of methods, procedures, materials, and equipment necessary for the efficient running and upkeep of golf courses;
Knowledge of plant diseases, insects, and weed problems and the best procedures for remedying these situations;

Ability to supervise tactfully and effectively;
Ability to establish a good relationship with the public.

MINIMAL EDUCATION AND EXPERIENCE
High school diploma and technical course in turf management, some work experience in turf-management work.

PARK FOREMAN

GENERAL NATURE OF WORK
Supervises work involving the maintenance, construction, and landscaping of grounds and facilities;
Is responsible for work performed by semi-skilled and unskilled personnel;
Performs necessary scheduled or unscheduled maintenance;
Work is reviewed and checked by an immediate supervisor.

EXAMPLES OF TASKS
Accepts assignments, job schedules, and work programs for maintenance, construction, and landscape crews;
Reassigns work if priorities change and inspects all areas regularly for maintenance or performance standards;
Supervises preparation of park areas and facilities for use;
Supervises operation of park areas during periods of use;
Supervises seasonal closings and secures areas;
Maintains basic time, material and work records, and submits required reports.

KNOWLEDGE, SKILLS, AND ABILITIES
Considerable knowledge of methods, techniques, and procedures in park operation;
Considerable knowledge of methods of constructing and maintaining park facilities;
Ability to read plans and drawings and to coordinate these with scheduled maintenance work;
Ability to make inspections and recommendations for improvements in performance and methods;
Ability to develop and maintain effective working relationships with employees, other staff, other agencies, and the public.

MINIMAL EDUCATION AND EXPERIENCE
High school diploma with courses in natural sciences and three to four years experience in park operations.

FORESTER

GENERAL NATURE OF WORK
Manages and develops forest lands and their resources for economic and recreational purposes;
Plans campsites and recreation areas;
Directs construction and maintenance of cabins, fences, utility lines and roads;
Assists in planning and carrying out projects for flood control, soil erosion, tree diseases and insect pests in forests.

EXAMPLES OF TASKS
Sets objectives, plans, organizes, and evaluates tree-care operations;
Recruits, trains, and organizes personnel to carry out operations;
Inspects materials, men, and equipment engaged in operations;
Prepares annual budget for forest project work;
Communicates with individuals and groups;
Prepares plans for disease or insect-control programs;
Consults with other staff and departments regarding specific problems.

KNOWLEDGE, SKILLS, AND ABILITIES
Extensive knowledge of forestry practices, methods, and techniques;
Considerable knowledge of materials and tools used in operations;
Knowledge of plant species and their characteristics;
Knowledge of common diseases and approved insect controls;
Ability to plan, assign, and evaluate work in an effective manner;
Ability to select and train men for forestry work;
Ability to establish good personal and public relations.

MINIMAL EDUCATION AND EXPERIENCE
Four-year college degree in forestry, horticulture, or related field.
From two to five years of progressively responsible work in forestry or related field.

TICKET TAKER

GENERAL NATURE OF WORK
Collects admission tickets from patrons;
Deals with problems that may come up as patrons enter;
Keeps track of tickets taken.

EXAMPLES OF TASKS
Takes tickets from patrons at entrance;
Checks to make sure tickets are authentic;
May refuse patrons according to regulations of establishment;
May keep a record to tickets or patrons admitted.

KNOWLEDGE, SKILLS, AND ABILITIES
Ability to deal effectively with the public;
Ability to conform to routine tasks;
Ability to keep simple written records.

MINIMAL EDUCATION AND EXPERIENCE
Some high school education.

RIDE OPERATOR

GENERAL NATURE OF WORK
Operates mechanical rides;
Informs the public of regulations
Repairs equipment.

EXAMPLES OF TASKS
Explains to patrons how to use equipment safely;
Starts and stops operation of ride;

Oils, refuels, or adjusts equipment as needed;
Collects tickets;
Regulates how many people can use the ride at one time.

KNOWLEDGE, SKILLS, AND ABILITIES
Mechanical knowledge;
Knowledge of specific equipment used;
Knowledge of safety regulations and rules governing the use of equipment;
Ability to deal effectively with the public.

MINIMAL EDUCATION AND EXPERIENCE
Some high school education and mechanical skills.

DISC JOCKEY

GENERAL NATURE OF WORK
Announces programs and plays music;
Reads commercial announcements;
Makes impromptu comments;
Works with sound engineers to coordinate musical programs.

EXAMPLES OF TASKS
Announces musical programs;
Inserts information about weather, time of day, traffic conditions, etc.;
Comments on matters of interest and makes public-service announcements;
Helps to set up schedules of musical programming.

KNOWLEDGE, SKILLS, AND ABILITIES
Imagination for impromptu comments;
Knowledge of the community and its interests;
Ability to read aloud fluently and to speak coherently and in a pleasing tone.

MINIMAL EDUCATION AND EXPERIENCE
High school education and two years of college or special training for announcers.

STAGE DIRECTOR

GENERAL NATURE OF WORK
Conducts rehearsals of plays;
Instructs performers in role interpretation;
Checks scenery and props;
Makes script changes.

EXAMPLES OF TASKS
Helps to cast play;
Schedules and conducts rehearsals;
Confers with producer about production plans and script;
Discusses changes with playwright;
Approves all props and scenery.

KNOWLEDGE, SKILLS, AND ABILITIES
Acting ability;
Ability to interpret roles;
Familiarity with the use of props and special effects;
Familiarity with the trends and tastes of the public;
Familiarity with all technical aspects of the theater business.

MINIMAL EDUCATION AND EXPERIENCE
Four years of college, acting experience, and five years of progressive experience in the theater.

TRAVEL CLERK

GENERAL NATURE OF WORK
Provides the public with prearranged plans for tourist travel;
Is responsible for providing accurate tour information;
Researches other travel information inquired about;
Does a certain amount of clerical work such as phoning, typing, and record-keeping.

EXAMPLES OF TASKS
Plans itineraries and schedules by referring to other predetermined schedules;
Provides information about attractions and schedules upon request;
Offers suggestions for travel modes and accommodations;
Suggests locations for travel and provides descriptive materials.

KNOWLEDGE, SKILLS, AND ABILITIES
Exactness and attention to detail;
Numerical ability involving accounts;
Ability to deal with the public tactfully;
Ability to coordinate many time schedules.

MINIMAL EDUCATION AND EXPERIENCE
Some high school education with the above experience or knowledge.

TOUR GUIDE

GENERAL NATURE OF WORK
Travels with tourists to assist them in a variety of ways;
Maintains the predetermined schedule of touring;
Establishes a rapport with the people involved;
Points out places of interest and interprets.

EXAMPLES OF TASKS
Assists tour groups in keeping track of their luggage;
Assists in exchange of currencies;
Takes tourists to places of special interest within the tour areas;
Keeps track of the people and keeps them on schedule.

KNOWLEDGE, SKILLS, AND ABILITIES
Ability to deal effectively with groups of people;
Knowledge of the country or area within each tour (customs, sites, laws, languages, etc.);
Knowledge of the currency exchange rates;
Knowledge of import/export laws and regulations.

MINIMAL EDUCATION AND EXPERIENCE
High school education and knowledge of the particular countries or sites included in the tour.

RESORT MANAGER

GENERAL NATURE OF WORK
Is responsible for ensuring that personnel take complete care of personal services, maintenance, and reservations;
Keeps records and accounts in order to make sure

the business is conducted properly;
Keeps up with new attractions and ways of operating and promoting the resort;
Is responsible for public relations and advertising.

EXAMPLES OF TASKS

Hires and trains personnel for all aspects of running the resort;
Takes charge of all monies, records, salaries, budgets, etc.;
Keeps up with increases or decreases in service prices;
Supervises heads of specific departments if establishment is large (reservations, maintenance, outdoor activities, personal services, accounting, etc.);
Handles complaints and problems.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of hotel or resort management techniques;
Accounting knowledge for keeping books;
Ability to deal effectively with personnel and clientele;
Knowledge of departments supervised (maintenance, accounting, etc.);
Ability to transfer verbal and written orders tactfully.

MINIMAL EDUCATION AND EXPERIENCE

Four-year college education in hotel/motel management.

Several years of responsible work experience in various aspects of resort management.

Appendix B
Typical Goals And Objectives For Leisure Career Education

Awareness Phase

GOAL I. TO BECOME AWARE OF HOW AN INDIVIDUAL EXPRESSES HIMSELF THROUGH A VARIETY OF ACTIVITIES.

FOCUS: A beginning goal for the early elementary level is to provide the child an opportunity to explore and understand himself in terms of his own activities. The child moves from an awareness that activity is one of the ways people are recognized, to an identification of his own daily activities and those of other people, and on to an understanding of some ways that people's activities may be classified. The emphasis on human activity is the forerunner of later discussions dealing with occupational roles.

OBJECTIVES:

1. Understands that people's activities are part of what makes them unique
   - 1.1 Discusses ways of identifying and describing others
   - 1.2 Describes ways in which people express themselves
2. Begins to differentiate self from others
   - 2.1 Identifies own daily activities
   - 2.2 Compares own activities with those of other children
   - 2.3 Becomes aware that actions (i.e., activities) are often controlled by own decisions
3. Classifies various types of daily activities
   - 3.1 Identifies those activities he considers work
   - 3.2 Identifies general likes and dislikes from daily activities
4. Understands broad generalizations about work and play
   - 4.1 Lists with group some of the reasons why people work and play
   - 4.2 Discusses commonalities between work and play
   - 4.3 Differentiates major characteristics of work and play in terms of mental and physical characteristics, when and where it is performed, etc.
5. Uses work-play classifications to analyze own activities
   - 5.1 Identifies own activities as work or play
   - 5.2 Identifies work and play activities that he likes to do
   - 5.3 Explains why he likes certain activities that may be classified as work

GOAL II. TO UNDERSTAND THE RELATIONSHIP AMONG INTERESTS, OCCUPATIONS, AND LEISURE ACTIVITIES.

FOCUS: The child begins to move from an identification of what he likes to do, to what he might like to be, and to the exploration of his interests as they relate to both occupations and leisure. Even though the child's expressed occupational aspirations may not be realistic (i.e., based on capacities and values) they provide the key to information that the child can assimilate. The purpose here is to capitalize on the child's verbalized preferences and use them as a base of knowledge from which to develop more realistic attitudes and understandings. Various types of goal oriented activities will also be examined. The child should be able to distinguish (a) the work his parents do in an occupation outside the home, (b) the work that they do within the home, and (c) their hobbies or volunteer activities.

OBJECTIVES:

6. Examines different types of work and leisure activities
   - 6.1 Distinguishes between household chores, volunteer work, and leisure activities
   - 6.2 Associates different types of work and leisure activities with various family members
   - 6.3 Defines the term occupation
   - 6.4 Describes how an occupation differs from other types of work activities
   - 6.5 Specifies what is meant by the term *leisure*
7. Understands how interests develop
   - 7.1 Explains what an interest is
   - 7.2 Identifies own individual interests
   - 7.3 Verbalizes how people become interested in an activity
8. Relates own activities to possible future occupational roles
   - 8.1 Verbalizes several future occupational aspirations (i.e., "fantasy choices")
   - 8.2 Gathers more information about interests of workers in occupations he prefers
   - 8.3 Compares fantasy choices with those of classmates to identify similarities
9. Understands how individual needs are met in work
   - 9.1 Describes how work has a personal meaning for every individual
   - 9.2 Appreciates how work may enhance self-dignity and worth
10. Examines the relationship between interests, occupations, and leisure activities
    - 10.1 Understands how interests may be expressed in a variety of occupations
    - 10.2 Understands how interests may also be expressed in leisure
    - 10.3 Explains why it is desirable to work at an occupation that one is interested in

GOAL III. TO UNDERSTAND THE CONCEPT OF JOB FAMILIES AND BASIC PRINCIPLES OF ECONOMICS

FOCUS: In the later part of the awareness stage the child will be introduced to the classification of occupations in terms of goods and services production. An examination of the necessity for both goods and services will lead to the topic of interdependence of workers. The study of several types of occupational families involved in the production of goods or services is designed to show the variety and levels of

*Format from Gronlund, N.E. *Stating Behavioral Objectives for Classroom Instruction.* New York: Macmillan, 1970.

occupations within a selected occupational family. These objectives continue to emphasize concepts, generalizations, and vocabulary which will be applied in the study of more sophisticated concepts in the following developmental stages.

OBJECTIVES:

11. Understands the meaning of goods, services, consumers, and producers
    - 11.1 Defines what is meant by the term *consumer*
    - 11.2 Understands that everyone is a consumer of goods and services
    - 11.3 Differentiates between goods and services
    - 11.4 Defines what is meant by the term *producer*
    - 11.5 Provides examples of people who produce goods, and people who provide services
12. Understands how goods and services producers are interrelated
    - 12.1 Examines own family unit to understand the concept of interdependence
    - 12.2 Provides examples from community to illustrate how goods and service workers are dependent on each other
13. Applies concept of interrelatedness of workers
    - 13.1 Explains how interdependence leads to specialization
    - 13.2 Describes what is meant by *division of labor*
    - 13.3 Recognizes that worker cooperation is essential in the production of goods or services
14. Understands that production of most goods and services operates on a family pattern
    - 14.1 Identifies different types of job families under the broad headings of goods and services producers
    - 14.2 For a given occupational family, (e.g., leisure, construction, health) describes types of goods produced or services provided
15. Examines the nature of a job family
    - 15.1 Recognizes the wide range of different occupations within a single family
    - 15.2 Understands that many different levels exist within a job family (professional, technical, skilled, etc.)
    - 15.3 Describes what is meant by the term *job ladder*
    - 15.4 Recognizes that individual occupations may be found in more than one job family

Orientation Phase

GOAL IV. TO GROW IN ABILITY TO UNDERSTAND SELF AS A UNIQUE INDIVIDUAL AND TO DIFFERENTIATE SELF FROM OTHERS

FOCUS: At this level self-appraisal becomes more relevant as students examine their interests and abilities for changes that result from growth, maturity, and education. Opportunities are provided for individuals to express interests, exercise talents, and explore areas in which to develop new interests and abilities. The focus on self-understanding is intended to be a further step in assisting the process of self-concept formation.

OBJECTIVES:

16. Knows the terminology used for self-appraisal and self-understanding
    - 16.1 Reviews what is meant by *interests*
    - 16.2 Identifies various types of capacities (i.e., aptitudes and abilities)
    - 16.3 Describe what is meant by *values*
17. Analyzes self for changes that result from growth and learning
    - 17.1 Summarizes individual, personal characteristics
    - 17.2 Outlines a profile of present interests
    - 17.3 Compares present interests with those characteristics of earlier periods
18. Assesses strengths and weaknesses
    - 18.1 Recognizes assets and uses them in socially acceptable ways
    - 18.2 Provides examples of individual aptitudes and abilities
    - 18.3 Differentiates values from abilities and interests
    - 18.4 Recognizes and accepts limitations that cannot be changed
    - 18.5. Grows in development of independent analysis of capacities
19. Recognizes that he has several identities
    - 19.1 Understands the terms *concept* and *self-concept*
    - 19.2 Differentiates and classifies the different "me's": the me I see, the me that others see, and the me I'd like to be
20. Becomes more aware of his social self
    - 20.1 Identifies ways he relates to other persons
    - 20.2 Attempts to characterize self as others see him
    - 20.3 Expands his capacity to understand the feelings of others

GOAL V. TO UNDERSTAND BROAD CONCEPTS ABOUT THE STRUCTURE AND ORGANIZATION OF THE WORLD OF WORK

FOCUS: At this level the student moves from an awareness of man as a cultural animal to an understanding of the needs that a culture generates. The world of work is defined in terms of the occupational units that have evolved to meet these cultural needs. The emphasis here is on defining what the world of work is; why occupations exist; what work is; and why people pursue various occupations.

OBJECTIVES:

21. Understands how man's basic requirements (needs) result in the development of a culture
    - 21.1 Provides examples of basic human needs: food, shelter, clothing
    - 21.2 Describes how a culture develops to meet basic human needs
    - 21.3 Explains how a culture in turn generates its own needs and requirements necessary

to continue the culture

22. Understands that the world of work is composed of occupational units (factories, institutions, enterprises) designed to meet cultural needs
    - 22.1 Explains how various occupational units have evolved
    - 22.2 Illustrates by example how a particular type of occupational unit (e.g., construction company) meets a specific cultural need
    - 22.3 Explains why more advanced cultures have a greater variety of occupational units
    - 22.4 Explains why more advanced cultures have a greater variety of service and leisure occupations
23. Categorizes various occupational units in relationship to three types of cultural needs
    - 23.1 Identifies those occupational units concerned with the *replenishment* of culture (goods and services occupational units)
    - 23.2 Identifies occupational units concerned with the *management and maintenance* of culture (governmental and regulatory agencies)
    - 23.3 Identifies those occupational units concerned with the *transmission* of culture (primarily education)
24. Describes work from an occupational perspective
    - 24.1 Understands that work is physical and mental activity undertaken primarily within an occupational unit
    - 24.2 Explains how the various jobs within an occupational unit contribute to the goal of the enterprise
25. Recognizes that people engage in occupations for a variety of reasons
    - 25.1 Understands that a person works to satisfy various social, economic, and psychological needs
    - 25.2 Explains how work satisfies both individual needs and the needs of society

GOAL VI. TO BECOME AWARE OF THE LONGITUDINAL, INTEGRATED, AND DYNAMIC NATURE OF CAREER DEVELOPMENT.

FOCUS: Learning how to meet change, to adapt to it, and to acquire the new skills demanded by occupational change must begin early in the child's education. Students in grade six face at the end of the year an important change, transfer to junior high school. They are increasingly looking beyond their immediate world. The changes that are taking place become a part of their conscious behavior. Therefore, it is important for children in the latter elementary school years to develop behaviors and make decisions that will provide them with the greatest potential for occupational fulfillment under varied circumstances.

OBJECTIVES:

26. Relates the changing world of work to the need for career planning
    - 26.1 Becomes aware of the changing nature of occupations
    - 26.2 Understands how changes in occupations will affect later life
    - 26.3 Considers what the future may be like when he hopes to be working
27. Understands basic principles regarding the process of career development
    - 27.1 Is aware of the need to formulate generalized occupational preferences and make decisions
    - 27.2 Explains the longitudinal and developmental nature of career development
    - 27.3 Lists the wide range of factors that influence behavior and development
    - 27.4 Describes the progression of behavior from less to more effective
28. Becomes aware of individual responsibility for orderly career development
    - 28.1 Understands that on the present the future is built
    - 28.2 Lists ways in which individual actions can affect progression toward a preferred career
    - 28.3 Assumes personal responsibility for the consequences of his choices
    - 28.4 Relates the importance of education to planning his own future
    - 28.5 Understands that different kinds of occupations require varying degrees and types of educational preparation
29. Develops increased abilities for making educational, occupational, and personal decisions
    - 29.1 Understands how a decision has important implications for future decisions
    - 29.2 Gains a knowledge of the process of decision-making
30. Engages in a wide range of occupationally-related and leisure activities to test capacities
    - 30.1 Explains various pathways to occupational goals
    - 30.2 Has opportunities to express interests and to develop goals and aspirations
    - 30.3 Plans experiences, in and out of school, to capitalize on strengths and to dimish weaknesses

Exploration Phase

GOAL VII. TO ACQUIRE A BROAD KNOWLEDGE AND UNDERSTANDING OF THE AMERICAN ECONOMIC SYSTEM.

FOCUS: At this level concepts and principles related to economics and manpower will be introduced. An understanding of the changing nature of manpower supply and demand will provide students with an overall view of employment trends in the 1970's and 1980's. The importance of education and training for effective participation in economic life will be emphasized. Finally, the study of relationships among the economic, social, and psychological aspects of work is designed to help students better understand the reasons why people work, and help them to

identify those factors of work that are of primary importance to them.

OBJECTIVES:

31. Understands fundamental economic concepts
    - 31.1 Identifies the three major components of economics--technology, resources, and institutions
    - 31.2 Describes the circular flow of economic activity
    - 31.3 Recognizes the role technology plays in economic change
32. Understands basic principles of the manpower market
    - 32.1 Analyzes the effect supply and demand have on the manpower market
    - 32.2 Describes the changing nature of the manpower market
    - 32.3 Identifies major trends in the labor force
    - 32.4 Discusses the social and economic effect of greater labor-force participation of youth and women
    - 32.5 Understands the basic causes of individual unemployment
33. Traces the changing nature of the manpower market
    - 33.1 Summarizes changes that have taken place in the labor force since 1920
    - 33.2 Projects which industries and occupations will have the greatest employment potential in the future
    - 33.3 Discusses implication of employment trends for own career planning
34. Describes the changing meaning of work
    - 34.1 Compares the meaning of work in an economy of abundance with its meaning in an economy of scarcity
    - 34.2 Discusses the role of women in society
    - 34.3 Acknowledges that the work roles of women are as socially significant as those of men
    - 34.4 Recognizes that many women desire the stimulation and rewards of a work role
35. Relates the importance of education and training to American economic growth
    - 35.1 Explains what is meant by the phrase "education is a form of investment in human resources"
    - 35.2 Discusses the positive correlation between education and lifetime earnings
36. Analyzes the social and psychological aspects of work
    - 36.1 Defines what success means for him as an individual
    - 36.2 Provides examples of noneconomic rewards of work
    - 36.3 Discusses the relationship between job satisfaction and good mental health
    - 36.4 Discusses how needs may be met through work
    - 36.5 Discusses how nonwork (leisure) activities meet needs

GOAL VIII. TO FORMULATE A GENERALIZED OCCUPATIONAL PREFERENCE AND TO BEGIN TO MAKE PLANS TO IMPLEMENT THAT GOAL.

FOCUS: The formulation of a generalized occupational preference and the preparation of an educational plan helps students to become aware of the need to decide on a future occupational goal. This awareness will hopefully increase the motivation for students to study and accumulate information about the many occupations that will be available to them. A unit on self-understanding will be introduced in which the students relate knowledge discovered about themselves to the occupational roles they have studied. The culmination of this unit will be the planning of a projected high school program that is compatable with personal characteristics and occupational goals.

OBJECTIVES:

37. Recognizes the need to formulate an occupational goal
    - 37.1 Defends the importance of systematic career selection
    - 37.2 Explains the principal effects that a career has on an individual's life
    - 37.3 Illustrates how automation will change the number and type of available jobs
    - 37.4 Outlines opportunities available for those who prepare themselves for the future
    - 37.5 Discusses the need to invest present time and energy for future benefits
    - 37.6 Evaluates the validity of own personal occupational expectations
    - 37.7 Recognizes the importance of considering many different factors before making a decision
    - 37.8 Describes the steps in the decision-making process
38. Exhibits goal-seeking behavior in quest of occupational information
    - 38.1 Recognizes the need to effectively use occupational resources to maximize self-evaluation
    - 38.2 Identifies the resource tools to use in studying an occupation and finding information quickly and accurately
    - 38.3 Discusses different ways that occupations can be classified
    - 38.4 Accumulates occupational information about the many available occupations within a preferred occupational family
    - 38.5 Studies preferred occupations to determine future employment, outlook, worker functions, and job requirements
    - 38.6 Analyzes preferred occupations in terms of required aptitudes, abilities, and educational level
39. Evaluates knowledge of self in relation to a myrid of possible career goals
    - 39.1 Understands that self-evaluation is a neces-

sary element in career decision-making
- 39.2 Shows awareness of what constitutes personality
- 39.3 Explains how individuals have control over their personalities
- 39.4 Develops plan for strengthening own self-image
- 39.5 Appraises mental aptitudes and abilities
- 39.6 Appraises physical and social aptitudes and abilities
- 39.7 Differentiates between interests and aptitudes or abilities
- 39.8 Evaluates interests, abilities, values, and other personal characteristics as they relate to occupational roles

40. Crystallizes a generalized occupational preference
- 40.1 Accepts responsibility for career planning
- 40.2 Rejects earlier occupational choices that were based on childhood fantasies or unrealistic expectations
- 40.3 Understands the principle that the satisfaction an individual obtains from his life work is related to the degree to which his work complements his abilities, interests, values, and other personal characteristics
- 40.4 Eliminates from consideration those occupational areas for which he clearly lacks basic qualifications
- 40.5 Formulates own criteria for choice of an occupation
- 40.6 Identifies major obstacles or impediments that may affect progress toward career goal
- 40.7 Considers the occupational expectations others have for him

41. Exhibits thought and planning in choosing high school curriculum
- 41.1 Identifies the important elements needed to prepare for his career objectives
- 41.2 Recognizes that life in the future will become a matter of continuing education
- 41.3 Knows that there are certain basic subjects important for all areas of work
- 41.4 Knows the kind, length, and general cost of education or training for occupations in which he is interested
- 41.5 Develops a projected high school program compatible with educational requirements and tentative occupational cluster choice
- 41.6 Plans for extracurricular activities that provide the opportunity to develop additional occupational knowledge and skills

Appendix C
Sources Of Information

Amateur Softball Association of America
11 Hill Street
Suite 201
Newark, New Jersey 07102

American Amateur Baseball Congress
Youth Building
115 West Street
Battle Creek, Michigan 49017

American Association for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Association of Junior Colleges
One Dupont Circle
Washington, D.C. 20009

American Bowling Congress
1572 East Capital Drive
Milwaukee, Wisconsin 53211

American Camping Association
Bradford Woods
Martinsville, Indiana 46151

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

American Personnel and Guidance Association
1605 New Hampshire Avenue, N.W.
Washington, D.C.

American Society of Landscape Architects, Inc.
2050 K Street, N.W.
Washington, D.C. 20006

American Society of Travel Agents
360 Lexington Avenue
New York, New York 10022

American Vocational Association
10251 Fifteenth Street, N.W.
Washington, D.C.

American Youth Hostels, Inc.
20 West 17th Street
New York, New York 10011

Association for Supervision and Curriculum Development
1201 16th Street, N.W.
Washington, D.C. 20036

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Bicycle Institute of America, Inc.
122 East 42nd Street
New York, New York 10017

Boys' Club of America
771 First Avenue
New York, New York 10017

Boys Scouts of America
New Brunswick, New Jersey 08900

Camp Fire Girls, Inc.
65 Worth Street
New York, New York 10013

Council on Hotel, Restaurant and Institutional Education
Statlet Hall
Cornell University
Ithaca, New York 14850

ERIC Clearinghouse on Vocational and Technical Education
Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Girls' Clubs of America
101 Park Avenue
New York, New York 10017

Girl Scouts of America
830 Third Avenue
New York, New York 10022

International Association of Amusement Parks
203 North Wabash Avenue
Chicago, Illinois 60601

International City Managers' Association
1313 East 60th Street
Chicago, Illinois 61637

International Recreation Association, Inc.
345 East 46th Street
New York, New York 10017

National Baseball Congress
338 South Sycamore
P.O. Box 1420
Wichita, Kansas 67201

National Campers and Hikers Association
7172 Transit Road
Buffalo, New York 14221

National Executive Housekeepers Association, Inc.
Business and Professional Building
Gallipolis, Ohio 45631

National Field Archery Association
Route 2, Box 514
Redlands, California 92373

National Golf Foundation
804 Merchandise Mart
Chicago, Illinois 60654

National Industrial Recreation Association
20 North Wacker Drive
Chicago, Illinois 60601

The National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

National Restaurant Association
1550 North Lake Shore Drive
Chicago, Illinois 60610

National Rifle Association

1600 Rhode Island Avenue N.E.
Washington, D.C. 20036

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

National Swimming Pool Institute
2000 K Street, N.W.
Washington, D.C. 20006

National Tourism Resources Review Commission
2001 Wisconsin Avenue, N.W.
Washington, D.C.

Nature Centers Division
National Audubon Society
1130 Fifth Avenue
New York, New York 10028

Organization of American States
Division of Tourism Development
1725 Eye Street, N.W., Room 301
Washington, D.C. 20006

Outdoor Game Council of the U.S.A.
100 West 57th Street
New York, New York 10019

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Adult, Vocational and Technical Education
Washington, D.C. 20024

U.S. Department of the Interior
Washington, D.C.
Bureau of Outdoor Recreation
Bureau of Sport Fisheries and Wildlife
National Park Service

U.S. Department of Labor
Washington, D.C.
Bureau of Labor Statistics
Manpower Administration

United States Golf Association
"Golf House"
40 East 38th Street
New York, New York 10016

United States Handball Association
4101 Dempster Street
Skokie, Illinois 60076

United States Lawn Tennis Association
120 Broadway
New York, New York 10005

United States Ski Association
The Broadmoor Hotel
Colorado Springs, Colorado 80906

United States Soccer Football Association
320 Fifth Avenue
Room 1015
New York, New York 10001

United States Volleyball Association
224 East 47th Street
New York, New York 10017

Young Men's Christian Association
The National Board
291 Broadway
New York, New York 10007

Young Women's Christian Association of the U.S.A.
600 Lexington Avenue
New York, New York 10022